nutrition nuggets



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PILOT PROGRAM FY 2008



Dear Nutrition Nuggets instructor,

Thank you for participating in Nutrition Nuggets! Within this binder you will find mini nutrition lessons. Each lesson is written in script format and includes a fun food activity.

Nutrition Nuggets is designed to be easily implemented at afterschool programs. The lessons are formatted to appeal to a variety of audiences.

There are 12 lessons. Each lesson contains two activities. Activity "A" introduces the lesson's theme and Activity "B" reviews the messages discussed in Activity "A". There are a total of 23 activities, two for each lesson except the final lesson.

I have included some teaching tips to help you successfully implement Nutrition Nuggets:

- Teach the lessons in the order that they are organized.
- If you cannot include all of the lessons, the "A" activities should be taught and the "B" activities should be eliminated. For example, if you only have six months, instruct twice a month using the 12 "A" activities.
- To encourage participation in the lessons or games, explain to the group that those who get involved will be rewarded (winners/participators get to assist the instructor and/or line up first for food).
- Identify participants with food allergies. Keep a record of these children.
- Develop and discuss taste testing rules with the participants. Review these rules often. Here are a few examples:
 - 1. Everyone must taste all of the recipes even if he/she has had them before.
 - 2. No one is allowed to make noises like "ewww" or "yuck".
 - 3. If you do not like the food item, quietly place it in the trash.
- Determine your level of comfort with the children using knives. If you feel that it is a safety issue, precut the food prior to the lesson. Store it in plastic ware.
- When distributing ingredients such as peanut butter, jelly, hummus, etc. scoop each individual serving with a plastic spoon. Give a filled spoon to each participant. This allows for quick distribution and the participants can use the back of the spoon to spread the ingredient.
- When instructing Nutrition Nuggets to groups larger than 15 participants, set the food demonstration up like an assembly line.
 - 1. Transfer all ingredients into containers and provide serving spoons or measuring cups.
 - 2. Ask the participants to line up single file.
 - 3. Tell the participants to travel to each ingredient station and to retrieve their own portion.
 - 4. It is also helpful to put up signs indicating the amounts of each ingredient.
- Teach the "Healthy Parties" lesson at the conclusion of the Nutrition Nuggets program.

I hope you enjoy teaching Nutrition Nuggets!

Thank you,

Stephanie Hess

If you have any questions, please contact:







Activity A: MyPyramid Wraps

Objectives:

Participants will be able to:

- Identify the 5 food groups
- · Categorize foods into the 5 food groups
- Determine if a food belongs at the top or base of each food group according to MyPyramid's guidelines

Materials:

- ✓ MyPyramid poster (or handouts)
- ✓ Paper plates
- √ "Food Picture Cards"
- ✓ Tape
- ✓ Measuring cups and measuring spoons

Food Supplies (for approximately 20 participants):

- ✓ Whole grain tortillas (1 per participant)
- ✓ 2 bags of baby spinach
- ✓ 1 (12 oz) bag of dried cranberries
- √ 4 (15 oz) cans of mandarin oranges
- √ 6 cups low-fat shredded mozzarella cheese
- ✓ 5 (10 oz) cans of chicken
- ✓ 1 (16 oz) bottle of fat-free/low-fat Italian dressing
- 1. **TASK**: Hang the MyPyramid poster or pass out MyPyramid handouts.
- 2. **SAY**: Look at MyPyramid. It is a guide to help you choose the foods and amounts that are right for you.
- 3. ASK: How many sections are on MyPyramid?

ANSWER: 6

4. **SAY**: There are six sections on MyPyramid, but only five of them are considered food groups. Can you guess which section is not considered a food group?

ANSWER: the oils section (yellow)

- 5. **SAY**: Healthy fats, like cooking oils, belong in the oils section of MyPyramid. The oils section is not considered a food group, but it is included on MyPyramid because we all need to eat some fat. We will talk more about oils in a different lesson.
- 6. SAY: Today we are going to learn about the food groups on MyPyramid.
 To go along with our lesson we are going to make MyPyramid wraps, a healthy snack that includes all five food groups.
- 7. ASK: Look at MyPyramid. What are some foods that are pictured in the grain group? vegetable group? fruit group? milk group? meat and beans group?

ANSWER: answers will vary



- 8. **SAY**: Let's see if you can match pictures of foods with the food groups.
- 9. **TASK**: Scatter the food picture cards out on the table.
- 10. **TASK**: Break the participants into 5 groups (number of participants in each group will depend on total number of participants). Assign a food group to each group.
- 11. **SAY**: Each group needs to find 3 food pictures that belong in their assigned food group. When I say go, find your 3 food pictures.
- 12. **TASK**: Once all of the pictures have been selected, ask each group to present their selections to the rest of the group. Correct any incorrect answers as a group.

ANSWER:

Food group	Food picture cards
Grain	Whole wheat bread, white pasta, cinnamon bun
Vegetable	Spinach, corn, french fries
Fruit	Whole pieces of fruit, 100% juice, fruit pie filling
Milk	Fat-free milk, full fat cheese, ice cream
Meat & Bean	Grilled fish, baked pork chop, fried chicken

- 13. **SAY**: There are many foods in each food group. MyPyramid helps you choose healthy foods from each group. MyPyramid was designed to help you remember to select healthier foods more often.
- 14. **SAY**: Look at each food group. Notice that the sections are wider at the base than at the top. Foods that are considered less healthy are at the top of the food group where it is narrower. Healthier foods are placed at the base of the food group where it is wider. MyPyramid is shaped this way to remind you to eat more foods from the base of each food group and fewer foods from the top of each food group. The base of your diet should be from the base of the pyramid.
- 15. **SAY**: Foods in the top of each food group contain "extra" calories. They have a lot of added sugar and/or fat. Some examples are:

Food group Less healthy example—why	
Grain	Sugar coated cereal—high sugar
Vegetable	Buttered vegetables—high fat
Fruit	Carmel apple—high sugar
Milk	whole milk—high fat; milkshake—high sugar/fat
Meat & Bean	Hot dog, sausage—high fat



16. **SAY**: MyPyramid recommends you choose healthier items from the food groups. You can do this by selecting lower fat versions of foods (milk, cheeses, meats), choosing items that are baked instead of fried (grains, vegetables, meats), and selecting lower sugar versions of foods (cereal, baked goods, juices). MyPyramid has included a slogan for each food group to guide you towards healthier choices.

17. ASK: Look at MyPyramid. What are the slogans?

ANSWER:

Food Group	Slogan—meaning
Grain	Make half your grains whole —select grains that are whole grain; look for the word "whole" in the ingredients
Vegetable	Vary your veggies —include a variety of colors of vegetables especially orange and dark green
Fruit	Focus on Fruits —choose whole fruits more often than juice; if choosing juice make sure it is 100%
Milk	Get your calcium-rich foods —make sure your milk, cheese, or yogurt is low-fat or fat-free
Meat & Bean	Go Lean with protein —select low-fat meat, fish, and chicken and make sure it is baked, broiled, or grilled; don't forget nuts, beans, seeds, and peas are included

-Adapted from MyPyramid.gov

- 18. **TASK**: Use MyPyramid and the above chart to review the meaning of the slogans.
- 19. **SAY**: Look at your food picture cards. Some of the foods are healthier than others. As a group, decide which food is the healthiest, which food is the least healthy, and which food goes in the middle. Remember healthier items are placed at the base.
- 20. **TASK**: After the groups have finished, have them tape their pictures on the MyPyramid poster.

NOTE: If you have a group that is larger than 15 participants, break the group into food group teams, place the food picture cards on a table, and have the participants retrieve the picture cards as a relay race.

21. **ASK**: Where are you going to tape the least healthy food pictures?

ANSWER: in the top of the food groups



22. **TASK**: Review the groups' answers. Correct any incorrect answers.

ANSWER:

Food group	Bottom (healthiest)	Middle	Top (least healthy)
Grain	Whole wheat bread	White pasta (b/c not whole grain)	Cinnamon bun (b/c high in sugar/fat)
Vegetable	Spinach (b/c dark green)	Corn	French Fries (b/c fried and high in fat)
Fruit	Whole piece of fruit	100% juice (b/c less fiber than whole fruit)	Fruit in pie (b/c high in sugar)
Milk	Fat-free milk	Full fat cheese (b/c high in fat)	lce cream (b/c high in fat/ sugar)
Meat & Bean	Grilled Fish	Baked pork chop (b/c high in fat)	Fried chicken (b/c fried and high in fat)

Use MyPyramid's guidelines to help you select healthier foods from each food group. Today we are going to follow MyPyramid guidelines to make MyPyramid wraps, a healthy snack that combines all five food groups. Our wraps include whole grain tortillas (make half your grains whole), spinach (vary your veggies), mandarin oranges and dried cranberries (focus on fruits), low-fat mozzarella cheese (get your calcium-rich foods and choose low-fat), and chicken (go lean with protein). We also are using fat-free Italian dressing to limit "extra" calories from fat.

Fun Food Activity		
1. TASK :	Ask if any of the participants have food allergies to any of the ingredients. If so, DO NOT ALLOW THEM TO PARTCIPATE.	
2. TASK :	Have the participants wash their hands.	
3. TASK :	Display the ingredients.	
4. ASK :	What food groups are included in MyPyramid wraps?	
	ANSWER: spinach (vegetables), tortillas (grain), dried cranberries and mandarin oranges (fruit), cheese (milk), chicken (meat and bean)	
5. TASK :	Give each person a paper plate and a tortilla.	
6. TASK :	Using measuring cups, distribute approximately $\frac{1}{2}$ cup of spinach, $\frac{1}{4}$ cup low fat mozzarella cheese, $\frac{1}{4}$ cup of chicken, 1 Tbsp. of dried cranberries and 2 Tbsp. of mandarin oranges to each participant.	
7. TASK :	Have participants layer their wraps. Top the wraps with the fat-free Italian dressing (about 1 tablespoon) and have the participants roll them.	

FOOD PICTURE CARDS

Photocopy and cut cards on dotted lines. Be sure to keep this master copy.



cinnamon rolls



whole wheat bread

1: MyPyramid—The Fabulous Five!



white pasta

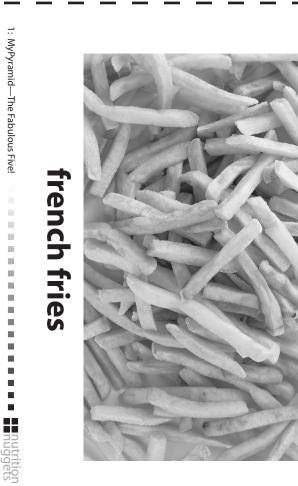


corn





spinach





whole pieces of fruit



100% juice





fruit pie filling

1: MyPyramid—The Fabulous Five!



full fat cheese

1: MyPyramid—The Fabulous Five!



ice cream



fat-free milk





grilled fish



baked pork chop

1: MyPyramid—The Fabulous Five!



fried chicken

1: MyPyramid—The Fabulous Five!



Activity B: MyPyramid Salsa

Objectives:

Participants will be able to:

- Identify the 5 food groups
- Categorize foods into the 5 food groups
- Determine if a food goes at the top or base of a food group according to MyPyramid's guidelines

Materials:

- √ "Taco Dinner" handout
- √ "MyPyramid Taco Dinner" handout
- ✓ Mixing Bowl
- ✓ Serving Spoon
- ✓ Paper plates
- ✓ Can opener

Food Supplies (for approximately 20 participants):

- ✓ 1 (16 ounce) jar of salsa
- √ 1 Tbsp. lime juice
- ✓ 1 (8 oz.) can of diced peaches
- √ 1 (15oz.) can black beans
- √ 1 (15oz.) can corn
- ✓ 1 cup low-fat shredded cheddar cheese
- √ 1 bag baked tortilla chips
- 1. TASK: Hang the MyPyramid poster or pass out MyPyramid handouts
- 2. **TASK**: Review the information from last time:

What are the five food groups on MyPyramid?

ANSWER: grain, vegetable, fruit, milk, meat and bean

What food group is tuna fish in? Celery? Cheese? Bread? Apple?

ANSWER: meat and bean (tuna), vegetable (celery), milk (cheese), grain (bread), fruit (apple)

Why does each food group get narrower at the top?

ANSWER: to remind you that each food group has options; less healthy options are placed in the narrow part of the food group and healthier options are placed in the wider part of the food group; eat more food that belongs in the wider part

How can you make healthier food choices?

ANSWER: follow the food group slogans (see below); select lower fat and lower sugar versions of foods; choose items that are baked, grilled, or broiled instead of fried



Food Group	Slogan—meaning
Grain	Make half your grains whole —select grains that are whole grain; look for the word "whole" in the ingredients
Vegetable	Vary your veggies —include a variety of colors of vegetables especially orange and dark green
Fruit	Focus on Fruits —choose whole fruits more often than juice; if choosing juice make sure it is 100%
Milk	Get your calcium-rich foods —make sure your milk, cheese, or yogurt is low-fat or fat-free
Meat & Bean	Go Lean with protein —select low-fat meat, fish, and chicken and make sure it is baked, broiled, or grilled; don't forget nuts, beans, seeds, and peas are included

-Adapted from MyPyramid.gov

- 3. **SAY**: Today we are going to review MyPyramid's guidelines and talk about combination foods. Then we are going to make MyPyramid salsa, a healthy combination food that includes all five food groups.
- 4. **SAY**: Last time we were together we talked about the five food groups and examples of foods from each group. However, sometimes the foods we eat are made up of multiple ingredients from more than one food group. These foods are called combination foods. Pizza is a combination food.
- 5. ASK: What food groups are included in a slice of vegetable pizza?

ANSWER: grain (crust), milk (cheese), vegetable (vegetable toppings/tomato sauce), meat and bean (meat topping)

6. ASK: Is a peanut butter and jelly sandwich a combination food? Why or why not?

ANSWER: yes, because it includes more than one food group—the grain group (bread) and the meat and bean group (peanut butter)

- 7. **SAY**: Jelly is considered an "extra" and does not have a place on MyPyramid. This is because jelly is high in sugar and does not have the same nutrients as whole fruit.
- 8. ASK: Is a taco a combination food?

ANSWER: yes, because it includes more than one food group—the grain group (tortilla), the meat and bean group (taco meat), the milk group (cheese), and the vegetable group (lettuce and tomato)



9. **SAY**: We need to eat a variety of foods from each food group every day. Combination foods help us do that by combining food groups together. We also want to choose healthier foods from each food group. Last time we were together we talked about using MyPyramid's slogans as guidelines to choosing healthier foods from each group.

10. **SAY**: Today I want you to use MyPyramid's slogans to turn an ordinary dinner into a healthier MyPyramid dinner. When altering your meal, don't forget MyPyramid's recommendation to limit "extra" calories from sugar and fat. Remember you can do this by choosing to grill, broil, or bake foods instead of frying them and choosing lower fat/lower sugar versions of food items.

11. **TASK**: Pass out "Taco Dinner" handout...

12. **ASK**: What food groups are included in the meal?

ANSWER: ground beef (meat & bean), cheese (milk), tortillas (grain)

What food groups are missing in the meal?

ANSWER: fruit and vegetable

What would you change and/or add to the meal so it followed MyPyramid's guidelines? (Have the participants discuss with a partner or a small group)

ANSWER: see the "MyPyramid Taco Dinner" handout for suggestions and discussion points

13. **SAY**: We just applied MyPyramid's guidelines to a taco dinner to make it healthier. Today we are going to make MyPyramid salsa, a healthy snack that includes all five food groups and follows MyPyramid guidelines. Our snack is made with black beans (go lean with protein), corn (vary your veggies), salsa (vary your veggies), low-fat shredded cheddar cheese (get your calcium-rich foods and choose low-fat), peaches (focus on fruits), and baked tortilla chips (choose low-fat)

Fun Food Activity

1 **TASK**: Ask if any of the participants have food allergies to any of the ingredients.

If so, DO NOT ALLOW THEM TO PARTCIPATE.

2. **TASK**: Have the participants wash their hands.

3. **TASK**: Display the ingredients.

4. ASK: What food groups are included in MyPyramid salsa?

ANSWER: tortilla chips (grain), salsa & corn (vegetable), peaches (fruit), cheese (milk),

black beans (meat & bean)

5. ASK: Is MyPyramid Salsa a combination food? Why or why not?

ANSWER: yes, because it include more than one food group

6. **TASK**: Distribute paper plates and a handful of chips to each participant.

7. **TASK**: Clean the tops of the cans.

8. TASK: Open the cans. Drain the beans, corn and peaches. Open the jar of salsa.

9. TASK: Have the participants combine the salsa, corn, black beans, 1 cup cheese,

peaches, and lime juice in a large mixing bowl (Make sure the participants are

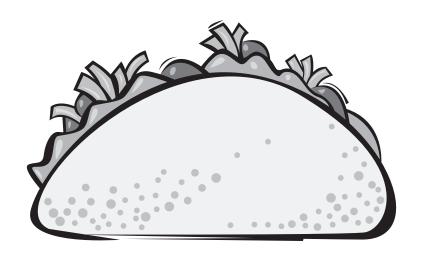
careful with the cans. They may have sharp edges.)

10. **TASK**: Have the participants mix the ingredients with a serving spoon.

11. **TASK**: Distribute a spoonful of salsa to each participant.

Taco Dinner

Ingredients	Healthy suggestions
Ground beef	
Shredded cheddar cheese	
White flour tortillas	

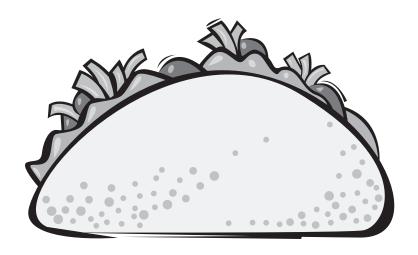


MyPyramid Taco Dinner

Select a leaner ground beef or substitute beef with beans
GO LEAN WITH PROTEIN

- Select low-fat shredded cheddar cheese
 GET YOUR CALCIUM RICH FOODS
- Select whole grain tortillas
 MAKE HALF YOUR GRAINS WHOLE
- Add vegetable toppings such as (tomato, lettuce, peppers, onions or salsa)

 VARY YOUR VEGGIES
- Add a piece of fruit for dessert or add fruit to your salsa **FOCUS ON FRUITS**













Activity A: Finger Fruits and Nuts

Objectives:

Participants will be able to:

- Identify 2 reasons it is important to wash their hands
- · List the 6 steps of proper hand washing

Materials:

- √ The "6 Steps of Handwashing" poster
- ✓ Cooking oil, cinnamon and 7-9 (1 T) measuring spoons for demo or Glo Germ supplies
- ✓ Measuring spoons (teaspoon and tablespoon)
- ✓ Paper plates

Food Supplies (for approximately 20 participants):

- ✓ 2 (7 oz.) bags of dried fruit (e.g. raisins, dried cranberries, apples, apricots, bananas, pineapple, mango, etc)
- ✓ 1 ½ cups each of 2 types of nuts and/or peanuts (e.g. peanuts, walnuts, pecans, almonds, etc.)
- 1. **TASK**: Set out the supplies for the hand washing activity (cooking oil, cinnamon, tablespoon and teaspoon) or Glo Germ supplies.
- 2. **SAY**: Food safety is very important for keeping us healthy when we work with food, prepare food and eat food! Today we are going to talk about how washing our hands is an important part of food safety.
- 3. **SAY**: I bet lots of you already know about food safety. Let's start with a little quiz. For every question that you think is TRUE, stand up! For every answer you think is FALSE or you are unsure, stay sitting in your chair.
- 4. **TASK**: Ask the following questions:

If your hands look clean, then there are no germs on them and you do NOT need to wash them.

ANSWER: False. You cannot see the germs and you should wash your hands even if they don't look dirty.

You should always use soap when you wash your hands.

ANSWER: True (stand). Soap helps remove germs.

You should wash your hands before you touch food.

ANSWER: True (stand). You should always wash your hands after taking out the trash, before and after preparing or eating food, if you cough or sneeze, and if you touch any animals or pets.



You should wash your hands for 5 seconds.

ANSWER: False. You should wash your hands for at least 20 seconds!

Washing your hands with warm water and soap helps to wash the bacteria down the drain.

ANSWER: True (stand).

- 5. **SAY**: Hand washing is the single best way to prevent bacteria from causing infections or foodborne illness (getting sick by eating unsafe food).
- 6. ASK: What are germs?

ANSWER: Some germs are bacteria or viruses that can make us sick. This might happen if we don't wash our hands or wash some of the foods we eat.

- 7. **SAY**: Germs are found on people, in our surroundings and on food. Germs can get on your hands when you use the bathroom, cough or sneeze, touch your mouth, nose, or hair. Germs are also on raw food, on pets, dirty dishes, clothes and garbage. You can also get germs on your hands from a cut or sore.
- 8. **SAY**: Stand up every time I say a place where germs might be hiding.

ANSWER: they will stand for all of the places

- · On your desk
- On your keyboard
- · On or in the trash can
- On a sponge
- On your pencil
- · On a toilet
- · On a telephone
- 9. **SAY**: You should have stood every time! Germs are everywhere, but don't worry not all germs make you sick. Some germs are good for you!
- 10. **SAY**: To help us stay healthy, we want to make sure we don't spread germs. Germs are spread by our hands, so that's why we need to wash them. We also want to keep germs out of our bodies. Germs get into your body when you don't wash your hands and then you eat, rub your eyes, and put your hands in your mouth.
- 11. **SAY**: Wash your hands BEFORE...
 - Eating
 - Touching foods
 - Touching cuts and sores
 - Serving food
 - Cooking food



Wash your hands AFTER...

- Eating
- Touching cuts and sores
- Touching foods (especially raw meats)
- Playing (outside)
- Using the bathroom
- Coughing, sneezing or blowing your nose
- Touching, feeding or picking up after pets
- · Taking out the trash
- Changing diapers
- 12. **SAY**: There are six steps to hand washing. (Display the "6 Steps to Handwashing" poster). They are...
 - 1. Wet your hands with warm water
 - 2. Apply soap
 - 3. Rub your hands together and get between your fingers for 20 seconds
 - 4. Don't forget your fingernails
 - 5. Rinse the germs away
 - 6. Dry your hands using a paper towel
- 13. **SAY**: Don't forget to wash your wrist area. It's also important to turn off the sink using the paper towel and to use the paper towel to open public doors. That way you don't get germs on your clean hands! Sometimes when you use a public bathroom it doesn't have soap or the water doesn't get warm. You still want to wash your hands if this is the case. The scrubbing action will help remove a lot of the germs. Remember some hand washing is better than none!
- 14. **SAY**: Now we are going to practice washing our hands correctly. Hold up your hands and get your "air-sink" ready to go! When we get to the washing part we are going to sing a song for 20 seconds. Let's begin!
- 15. TASK: In the air, lead the participants in pretending to wash their hands. Have them turn the faucet on, apply soap, rub together for 20 seconds, etc. For the rubbing part, sing for 20 seconds (e.g. Mary Had a Little Lamb, Row-Row-Row Your Boat, ABC's, Happy Birthday...TWICE!! SO it equals 20 seconds)



- 16. **SAY**: Now we are going to see who can wash their hands really well! We are going to put some "germs" on our hands and see if we can wash our hands so that the "germs" are washed away.
- 17. **TASK**: Using the oil and cinnamon, follow the instructions below: (NOTE: If you have a blacklight and GLO Germ, you can use it for this activity).
 - Ask for 3 volunteers
 - Have the volunteers rub 1 tablespoon of cooking oil all over their hands until completely coated.
 - Sprinkle 1 teaspoon of cinnamon on their hands and rub it around until evenly distributed. The cinnamon is the "germs" in this case!
 - Ask volunteers to wash their hands for 20 seconds as follows:
 - Volunteer #1: wash hands with cold water and no soap
 - Volunteer #2: wash hands with warm water and no soap
 - Volunteer #3: wash hands with warm water and soap (correct way)
 - Ask the rest of the class to observe the results.
- 18. ASK: Which of the 3 volunteers has the least germs?

ANSWER: Volunteer #3. He/she washed his/her hands correctly...for 20 seconds, using warm water and soap. The germs were washed away!

- 19. **SAY**: Today, we are going to taste some healthy finger foods. We are going to be eating with our hands, so we want to make sure they are clean! If you have clean hands when you eat, the germs won't get inside your body.
- 20. **SAY**: We need to get ready to taste-test the finger friendly dried fruits and nuts. Everyone has to go to the bathroom and wash their hands the proper way. I want you to keep an eye on each other to make sure everyone follows the six hand washing steps. So you don't get germs on your hands when you leave the bathroom, make sure you use a paper towel to open the door. If it is a swinging door, you can keep your arms up in the air like a surgeon and use your shoulder or hip to open the door.



		Activity
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I WII	I OUG	ACTIVITY

1.	TASK:	Ask if any of the participants have food allergies to any of the ingredients.

If so, DO NOT ALLOW THEM TO PARTCIPATE.

2. **TASK**: Display the ingredients.

3. ASK: What food groups are included in the snack today?

ANSWER: FRUIT (assorted dried fruit) and MEAT AND BEAN (assorted nuts/peanuts)

4. **TASK**: Give each person a paper plate and napkin.

5. TASK: Ask each participant to take 2 Tbsp. of the dried fruit mix and 2 Tbsp. of each

nut/peanut.

6. **TASK**: Have the participants eat with their hands.

7. **SAY**: You can be confident that you aren't eating any germs if you washed your hands the

correct way.

8. TASK: After the participants have sampled the dried fruit and the nuts, have them vote,

by raising their hand, for their favorite dried fruit and their favorite nut.

9. **ASK**: What is your favorite type of fruit?

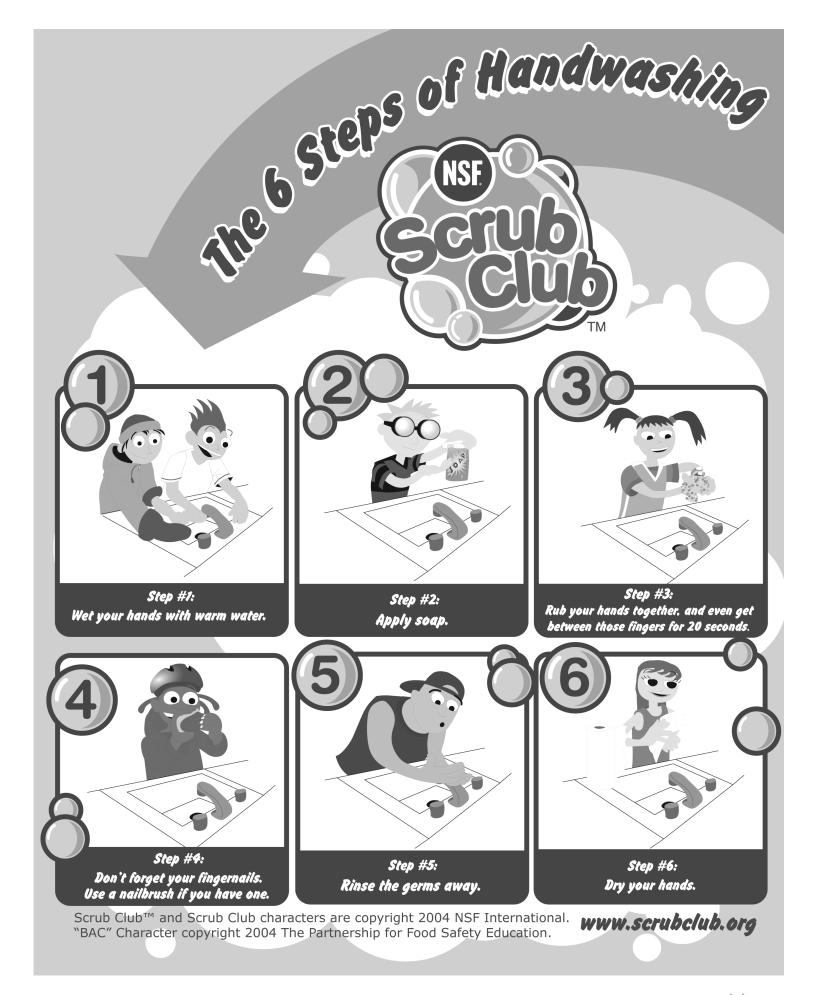
ANSWER: varies

10. ASK: What is your favorite kind of nut and/or peanut?

ANSWER: varies

11. **TASK**: Announce the "class" favorite!

^{*} Source: materials adapted from FightBAC! (Partnership for Food Safety Education), Wash Your Hands (National Food Service Management Institute and the USDA)



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==nutrition
==nuggets



Activity B: Apple Jack-O-Lanterns

Objectives:

Participants will be able to:

- · Identify 5 situations that require hand washing
- · Create a poster that includes the 6 steps of proper hand washing
- Identify 1 reason it is necessary to wash fresh fruits and vegetables

Materials:

- √ The "6 Steps of Handwashing" poster
- ✓ Paper for each participant (8.5"x 11" or 8.5"x14" or 11"x14")
- ✓ Crayons or markers
- ✓ Plates (one for each participant)
- ✓ Plastic knives (one for each participant)

Food Supplies (for approximately 20 participants):

- ✓ 20 apples
- ✓ 2 (18 oz) jars of peanut butter (cream cheese can be a substitute for peanut allergy participants)
- √ 5 carrots (shredded)
- √ 3 cups of raisins
- ✓ 1 medium box of dry cereal (something colorful)
- 1. **SAY**: We are going to review some things we talked about last time. Stand up every time I say a statement that is true and stay seated every time I say a statement that is false.
- 2. TASK: Review the information from last time:

If your hands look clean, then there are no germs on them and you do NOT need to wash them.

ANSWER: False. You cannot see the germs and you should wash your hands even if they don't look dirty.

You should always use soap when you wash your hands.

ANSWER: True (stand). Soap helps remove germs.

You should wash your hands before you touch food.

ANSWER: True (stand). You should always wash your hands after taking out the trash, before and after preparing or eating food, if you cough or sneeze, and if you touch any animals or pets.

You should wash your hands for at least 5 seconds.

ANSWER: False. You should wash your hands for at least 20 seconds!

Washing your hands with warm water and soap helps to wash the bacteria down the drain.

ANSWER: True (stand).



3. **SAY**: Today we are going to review hand washing. We will talk about how important is it to wash our hands and why it helps keep us from getting sick.

4. ASK: What are germs?

ANSWER: Some germs are bacteria or viruses that can make us sick. This might happen if we don't wash our hands or wash some of the foods we eat.

5. ASK: Where are germs found?

ANSWER: Germs are found on people, in our surroundings and on food. Germs can get on your hands when you use the bathroom, cough or sneeze, touch your mouth, nose, hair. Germs are also on raw food, on pets, clothes, dirty dishes, clothes and garbage. You can also get germs on your hands from a cut or sore.

6. ASK: Do all germs make you sick?

ANSWER: no

7. ASK: When should you wash your hands?

ANSWER:

Wash your hands BEFORE...

- Eating
- Touching foods
- Touching cuts and sores
- Serving food
- Cooking food

Wash your hands AFTER...

- Eating
- Touching cuts and sores
- Touching foods (especially raw meats)
- Playing (outside)
- Using the bathroom
- Coughing, sneezing or blowing your nose
- · Touching, feeding or picking up after pets
- Taking out the trash
- Changing diapers



8. ASK: What is the correct way to wash our hands?

ANSWER:

- 1. Wet your hands with warm water
- 2. Apply soap
- 3. Rub your hands together and get between your fingers for 20 seconds
- 4. Don't forget your fingernails
- 5. Rinse the germs away
- 6. Dry your hands using a paper towel
- 9. **TASK**: Display "The 6 Steps of Handwashing" poster.
- 10. **SAY**: It's also important to turn off the sink using the paper towel and to use the paper towel to open public doors. That way you don't get germs on your clean hands! Sometimes when you use a public bathroom it doesn't have soap or the water doesn't get warm. You still want to wash your hands if this is the case. The scrubbing action will help remove a lot of the germs. Remember some hand washing is better than none!
- 11. **SAY**: It is very important to wash our hands. Let's make sure that other people know just how important it is to wash our hands. I have some art supplies for today. We will create posters that we can hang here, at school or at home (depending on what is applicable).

Make sure to create a poster for one of the following:

- The 6 steps of hand washing
- Where germs are found
- When we need to wash our hands
- 12. **TASK**: Using the paper and crayons/markers have participants make a hand washing poster. Post a few in the room and/or allow participants to take home to put up at home or take to school. Make sure to put a few posters in the restroom and also in the kitchen or other places where food is consumed, prepared or served.
- Today we are going to prepare a tasty festive snack that requires us to use our hands, so we want to make sure everybody correctly washes his/her hands. We are making apple jack-o-lanterns! These are like pumpkin jack-o-lanterns, but instead of pumpkins we are using apples. We are creating faces on our apples by adding edible decorations. Apple Jack-o-lanterns are a healthy snack alternative to candy and sweets.



14. **SAY**: Since we are working with fruit today, we have to follow another food safety rule. We have to wash our apples to remove any surface dirt, germs, and pesticides. It is important to wash all of your fresh fruits and vegetables for the same reasons. To wash fruits and vegetables, run them under cool water until surface dirt is removed. Let's get started!

Fun Food Activity

- TASK: Ask if any of the participants have food allergies to any of the ingredients.
 - If so, DO NOT ALLOW THEM TO PARTCIPATE.
- TASK: Have the participants wash their hands. Remind them to follow the six steps and to open the door with a paper towel or to leave the bathroom like a surgeon.
- TASK: Display the ingredients.
- ASK: What food groups are included in the Apple Jack-o-lanterns?

ANSWER: fruit (apples, raisins), meat and bean (peanut butter), vegetable (shredded carrots), grain (cereal)

ASK: What needs to be washed?

ANSWER: the apples and the carrots

SAY: Fresh apples and carrots do need to be washed. I washed the carrots before I shredded them, but you will have to wash your own apple (NOTE: If there is not a

sink available wash the apples prior to the lesson and tell the children that the

apples were pre-washed).

- 7. TASK: Distribute a plate, a knife, a box of raisins, and an apple to each participant.
- TASK: Have the participants wash their apples (if applicable).
- TASK: Distribute 2 Tbsp. of peanut butter, 2 Tbsp. of raisins, ¼ cup of shredded carrot,

and ¼ cup of cereal to each participant.

10. **TASK**: Using the peanut butter as "glue" and the raisins, carrots, and cereal as decorations,

have the participants create faces on their apples.



3: MyPyramid — Oils and "Extras"





Activity A: Pumpkin Pie Pudding

Objectives:

Participants will be able to:

- Identify 2 items that belong in the oils section of MyPyramid
- Identify 2 items that are considered discretionary calories (extras, luxuries)
- Create a reduced fat/calorie snack

Materials:

- ✓ MyPyramid poster (or handouts)
- ✓ Fat Measuring cards
- ✓ "Pumpkin Pie Pudding" handouts
- ✓ Clear plastic cups (one for each participant)
- ✓ Small Ziploc bags
- ✓ Mixing Bowl, serving spoons and plastic spoons
- ✓ 5 tubs of vegetable shortening

Food Supplies (for approximately 20 participants):

- ✓ 3 packages instant vanilla pudding
- √ 4½ cups fat-free milk
- √ 3 (15 oz) cans of 100% pumpkin
- √ 6 tsp. of cinnamon
- ✓ 1 box low-fat cinnamon graham crackers
- 1. **SAY**: Today we are going to discuss food items that don't have a place on MyPyramid like solid fats and added sugars. We are also going to learn what belongs in the oils section of MyPyramid.
- 2. **SAY**: To go along with our lesson we are going to make pumpkin pie pudding, a healthier version of pumpkin pie. But since it has to chill we are going to start it first.

Fun Food Activity

- TASK: THE PUDDING NEEDS TO CHILL SO YOU NEED TO MAKE IT BEFORE THE LESSON.
- 2. TASK: Ask if any of the participants have food allergies to any of the ingredients. If so, **DO NOT ALLOW THEM TO PARTCIPATE.**

11 30, DO NOT ALLOW THEM TO PARTICIPA

- 3. **TASK**: Have the participants wash their hands.
- 4. TASK: In a bowl, have the participants combine 3 packages instant vanilla pudding mix,

4 ½ cups skim milk, 3 (15oz.) cans of pumpkin, and 6 teaspoons of cinnamon.

- 5. TASK: Mix well and chill for (at least) 15 minutes.
- 3. **SAY**: While the pumpkin pie pudding chills, we are going to continue with our lesson.



- 4. **SAY**: Some foods don't have a place on MyPyramid at all. These are foods that do not have a lot of nutrients and have a lot of extra sugar and/or fat. Nutrients are things in food that help your body function properly. Foods like cake, cookies, candy, and potato chips do not go on MyPyramid. Soda and ades (lemonade, sports beverage, etc.) also do not go on MyPyramid. We call these "extra" calories.
- 5. **SAY**: Raise your hand if you eat any of these foods. We all raised our hands because we all eat these foods sometimes. The important thing is that we limit these "extras" and try not to eat them all the time. When you eat a piece of bread with butter you are eating a grain group item with "extra" calories or if you eat a bowl of ice cream you are eating a milk group item with "extra" calories. Ice cream has "extra" calories because it is made with cream which contains a lot of fat and ice cream has a lot of added sugar. We want to limit these extra calories.
- 6. **SAY**: Added sugars are also considered "extra" calories. Think of high sugar foods and beverages, like candy, cookies, cake, soda, and some juices. Some grains, like sweetened cereals, have a lot of added sugar too.
- 7. **SAY**: You can limit "extra" calories by selecting low-fat cheeses, baked foods instead of fried foods, and low sugar grains.
- 8. **SAY**: Some examples of healthier items are low-fat string cheese, baked chicken, low sugar cereals.
- 9. **SAY**: To give you an idea of how much fat is in some of the foods I just mentioned, you are going do some fat measuring.
- 10. **TASK**: Break participants into 5 groups. Give each group a fat measure card, a tub of shortening and several spoons. (NOTE: 1 group will get 2 cards. Whole milk and skim milk go to the same group because skim milk does not require measuring).
- 11. **SAY**: The cards state how many teaspoons of fat are in 6 different foods. Using a separate plastic spoon for each teaspoon, measure out your food's number of teaspoons (i.e. 6 teaspoons equals 6 plastic spoons). Scoop out enough shortening to fill the spoon (not a heaping teaspoon).
- 12. **TASK**: Give the participants a few minutes to measure out their food.
- 13. **SAY**: If you measured out the amount of fat in an 8 oz. glass of whole milk, show the class your spoons (2 teaspoons). Now show the class the skim milk spoons (0 teaspoons).
- 14. ASK: Which one is less?

ANSWER: skim milk (because they skim off the fat)



- 15. **SAY**: If you measured the fat in a Big Mac and medium French fry, show the class your spoons (12 ½ teaspoons). If you measured the fat in a McDonald's hamburger and small fry, show the class your spoons (5 ½ teaspoons).
- 16. ASK: Which one is less?

ANSWER: the hamburger and small fry

- 17. **SAY**: The Big Mac meal has more than double the amount of fat than the hamburger and small fry. Choosing meals that include smaller portions can help you cut the amount of fat when ordering at a fast food restaurant.
- 18. **ASK**: If you measured the fat in a slice of pumpkin pie, show the class your spoons (3.5 teaspoons). If you measured the fat in a serving of pumpkin pie pudding, show the class your spoons (¼ teaspoons).
- 19. **SAY**: The pumpkin pie pudding is low in fat and a tasty alternative to pumpkin pie.
- 20. **SAY**: Now that we talked about what foods don't belong on MyPyramid, we are going to talk about what goes in the oils section of MyPyramid. Most oils are fats that are liquid at room temperature, like the vegetable oils used in cooking. Oils come from many different plants and from fish.
- 21. **ASK**: Does your family cook with oil?
- 22. **SAY**: Some examples of cooking oils are canola oil, corn oil, cottonseed oil, olive oil, safflower oil, soybean oil, and sunflower oil.
- 23. **SAY**: The Oils section is included on MyPyramid because you need some for good health.
- 24. **SAY**: Remember you don't have to completely eliminate "extra" calories, but it is best to limit them. Some ways to limit your "extra" calories is to choose foods that are lower in fat like bagels instead of doughnuts. You can also substitute more healthy items for less healthy items when making food, make pumpkin pie pudding instead of pumpkin pie. You can always snack on fresh fruits and vegetables, which are naturally low in fat and packed with nutrients. Today we are going to make a healthier version of pumpkin pie to limit "extra" calories.
- 25. **TASK**: Hand out the "Pumpkin Pie Pudding" recipe sheets. Compare the 2 sets of ingredients and identify the items that are considered "extra" calories (they are in bold).

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Fun Food Activity

1. TASK: Ask if any of the participants have food allergies to any of the ingredients.

If so, **DO NOT ALLOW THEM TO PARTCIPATE.**

2. **TASK**: Have the participants wash their hands.

3. TASK: Display the ingredients or empty ingredient containers.

4. **ASK**: What food groups are included in the pumpkin pie pudding?

ANSWER: milk (milk), graham crackers-(grain), pumpkin (fruit)

5. **TASK**: Give each person a graham cracker and a plastic baggie. Make sure the cracker is

securely sealed in the baggie and have participants gently pound on the bag to

crush the cracker.

6. **TASK**: Remove the pudding from the refrigerator.

7. **TASK**: Scoop approximately 1/2 cup of pudding into each cup.

8. TASK: Have each participant top his/her pudding with his/her graham cracker crumbs

and and enjoy his/her treat!

Pumpkin Pie has 14 grams of fat (3½ teaspoons) per slice. Pumpkin Pie Pudding has 1 gram of fat (¼ teaspoon) per ½ cup serving.

MEASURE OUT 3½ TEASPOONS

MEASURE OUT
1/4 TEASPOON

3: MyPyramid—Oils and "Extras"

3: MyPyramid—Oils and "Extras"

Skim milk has 0 grams of fat per 8 ounce glass. Whole milk has 8 grams of fat (2 teaspoons) per 8 ounce glass.

MEASURE OUT 2 TEASPOONS

3: MyPyramid—Oils and "Extras"

==nutrition ==nuggets 3: MvPvramid—Oils and "Extras"

A McDonald's hamburger and small French fry has 22 grams of fat (5½ teaspoons).

MEASURE OUT
12½ TEASPOONS

A McDonald's Big Mac

and a medium French fry

has 49 grams of fat

 $(12\frac{1}{2} \text{ teaspoons}).$

MEASURE OUT 5½ TEASPOONS

Which are considered "extra" calories?

Pumpkin Pie Pudding

Ingredients:

- 1 package Instant Vanilla Pudding
- 1½ cup skim milk
- 15 oz. can of Pumpkin
- 2 tsp. of cinnamon
- Low-fat cinnamon graham crackers

Materials:

- 6 clear cups
- Small Ziploc bag



Directions:

- 1. Give your child 6 Graham Crackers in a Ziploc bag. Make sure the crackers are securely sealed in the bag. Have your child pound on the bag to crush the crackers into crumbs.
- 2. In a bowl, combine 1 package Instant Vanilla pudding mix, 1½ cup skim milk and 15oz. of Pumpkin, and 2 tsp. of
- 3. Mix well and chill for (at least) 10 minutes.
- 4. Scoop approximately 1/2 cup of pudding into each cup.
- 5. Help your child top the pudding cups with the graham cracker crumbs.

Tastes just like pumpkin pie, but is a lot easier to make. A great source of both Calcium and Vitamin A!



Makes 6 (1/2 cup) servings.

Traditional Pumpkin Pie

Listed below are the ingredients for a traditional pumpkin pie and pie crust. Everything that is in bold is considered "extra" calories. What ingredients count as "extra" calories?

Ingredients (for 2 pies):

- 1 (29 ounce) can pumpkin
- 1 cup **packed brown sugar**
- 1 cup *granulated sugar*
- 1/4 teaspoon ground cloves
- 1 tablespoon cinnamon
- 2 teaspoons ground ginger
- 1 teaspoon salt
- 4 well beaten eggs
- 1 cup evaporated milk
- 1 cup **heavy cream**

Pie Crust (for 1 pie crust):

- 1 3/4 cup flour
- 1/2 tsp. salt

- 1/4 cup **sugar**
- 2/3 cup shortening





Choose the pumpkin pie pudding and enjoy a healthier treat!





Activity B: Fat Detectives

Objectives:

Participants will be able to:

- Identify 2 reasons it is important to limit fat in your diet
- · Locate total fat on a Nutrition Facts Label

Materials:

- ✓ "Snack Food Nutrition Facts Labels" handouts
- ✓ "Dirt and Worms" handouts
- ✓ Plastic spoons
- ✓ Plastic baggies

Food Supplies (for approximately 20 participants):

- ✓ 20 fat-free chocolate pudding cups
- ✓ 1 box of chocolate graham crackers
- √ 20 gummy worms
- 1. **TASK**: Review the information from last time:

What items belongs in the oils section of MyPyramid?

ANSWER: vegetable oils (canola oil, corn oil, cottonseed oil, olive oil, safflower oil, soybean oil, sunflower oil) OR most fats that are liquid at room temperature

Last time we measured the amount of fat in six different foods. Three of them were lower in fat and three were high fat. What food items were the low fat items?

ANSWER: hamburger and samll fry (compared to Big Mac and medium fry), fat free milk, pumpkin pie pudding

What did we call foods that had a lot of fat or added sugar?

ANSWER: "extras"

- 2. **SAY**: "Extras" are foods that do not belong on MyPyramid because they have a lot of "extra" fat and/or sugar and do not have a lot of nutrients. Food group foods can also have "extra" calories. Think of the whole milk we measured last time. It had more fat than the fat-free milk, but it still belongs in the milk group.
- 3. **SAY**: Today we are going to discuss why too much fat can be bad and we are going to learn some ways to reduce the fat in our diets. Then we are going to make a low-fat snack.
- 4. **SAY**: Too much fat can be bad for your heart and too many calories can lead to weight gain.

5. ASK: How do you know if there is too much fat?

ANSWER: look at the Nutrition Facts Label

- 6. TASK: Pass out "Snack Food Nutrition Facts Labels" handout.
- 7. **SAY**: Find the total fat of the potato chips and look at the percentage. A lower percentage for fat is better. 5% or less means it is low fat. 20% or higher means it is high fat.
- 8. **ASK**: Which of the snacks on the handout has the highest percentage listed for fat?

ANSWER: candy bar

9. **ASK**: According to the 5%-20% rule we just discussed, are any of the snack on the worksheet considered low fat? Why or Why not?

ANSWER: no, because they all have fat percentages that are greater than 5%

10. **ASK**: According to the 5%-20% rule we just discussed, are any of the snack on the worksheet considered high fat? Why or Why not?

ANSWER: yes—the candy bar and the brownie because they have fat percentages greater than 20

- 11. **SAY**: Even though potato chips aren't 20%, they are very close. We want to choose items with less fat than these items. It is possible to select lower fat foods that satisfy your craving for something sweet or something salty. For example, graham crackers are sweet, but are much lower in fat than cookies. You could also choose snack items that are naturally lower in fat (fruits, vegetables, pretzels, some crackers, popcorn without butter, etc).
- 12. **SAY**: If you don't have a Nutrition Facts label available you can also detect fat by taste and texture. Fatty foods tend to be greasy and tender. How a food is cooked can also be a clue (i.e. go for baked or grilled instead of fried).
- 13. **SAY**: So to reduce your fat intake you should select food items that are lower in fat. You can determine the amount of fat in an item by reading the Nutrition Facts label. Remember foods that have 5% or lower total fat are considered low fat. You can also choose foods that are baked or grilled instead of fried.
- 14. **SAY**: Today we are going to make Dirt and Worms, a sweet snack that is low in fat.
- 15. TASK: Pass out the "Dirt and Worms" handout.
- 16. **SAY**: Look at the nutritional information for the ingredients in our snack.



17. **ASK**: Are the ingredients considered low-fat? Why or why not?

ANSWER: yes—because they all contain less than 5% total fat

18. **SAY**: Our snack is low-fat, but it is still sweet!

Fun Food Activity

1. TASK: Ask if any of the participants have food allergies to any of the ingredients. If so, **DO NOT ALLOW THEM TO PARTCIPATE.**

. TASK: Have participants wash their hands.

3. **TASK**: Display ingredients.

4. **SAY**: We are using fat-free pudding because it has less fat and sugar than regular pudding.

Chocolate graham crackers are naturally low in fat. The gummy worms are also fatfree, but they are high in sugar so we are limiting each participant to one gummy

worm.

5. TASK: Distribute a plastic bag, spoon, pudding cup, 1 chocolate graham cracker, and 1

worm to each participant.

6. TASK: Have each participant place his/her graham cracker into his/her bag. After sealing

the bags, have the participants gently crush the graham cracker until it resembles dirt.

7. TASK: Have the participants add their "dirt" and their worms to the pudding cups.

Snack Food Nutrition Facts Labels

Sour Cream and Onion Potato Chips

Fudge Brownie

Candy Bar (Twix)

Nutrition Fac	CLS
Serving Size 1 oz (28g) Servings Per Container	
Amount Per Serving	
Calories 150 Calories from	Fat 90
% Dail	y Value*
Total Fat 10g	15%
Saturated Fat 2.5g	13%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 260mg	11%
Total Carbohydrate 15g	5%
Dietary Fiber 1g	4%
Sugars 4g	
Protein 2g	

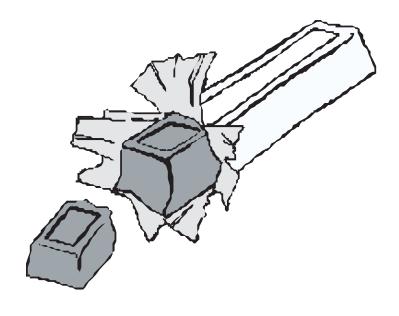
Servings Fe	Contain	CI	
Amount Per Se	rving		
Calories 15	0 Cal	ories fron	n Fat 90
		% Da	ily Value*
Total Fat 10	g		15%
Saturated	Fat 2.5g		13%
Trans Fat	0g		
Cholesterol	0mg		0%
Sodium 260	mg		11%
Total Carbo	hydrate	15g	5%
Dietary Fi	ber 1g		4%
Sugars 4g]		
Protein 2g			
Vitamin A 0%	6 ·	Vitamin (C 10%
Calcium 0%	•	Iron 2%	
*Percent Daily Vidiet. Your daily videpending on you	alues may b	e higher or	
Total Fat Saturated Fat Cholesterol Sodium Total Carbohydra Dietary Fiber	Less than Less than Less than Less than ate	65g 20g 300mg 2,400mg 300g 25g	80g 25g 300 mg 2,400mg 375g 30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Dietary Fiber

Nutri Serving Size Servings Per	(70g)		Cts
Amount Per Sei	rving		
Calories 300) Calor	ies from	Fat 120
		% Da	aily Value
Total Fat 13	g		20%
Saturated	Fat 3.5g		18%
Trans Fat	g		
Cholesterol	55mg		18%
Sodium 160	mg		7%
Total Carbo	hydrate 4	45g	15%
Dietary Fil			4%
Sugars 28			•••
Protein 3g	9		
Trotein og			
Vitamin A 0%	6 · \	Vitamin (0%
Calcium 2%	•	ron 8%	
*Percent Daily Vadiet. Your daily vadepending on your	alues may b	e higher or	
Total Fat Saturated Fat Cholesterol Sodium Total Carbohydra Dietary Fiber Calories per gran	Less than Less than ate	65g 20g 300mg 2,400mg 300g 25g	80g 25g 300 mg 2,400mg 375g 30g

Nutrit Serving Size : Servings Per	2 oz (57g	g)	cts
Amount Per Serv	ring		
Calories 280	Calor	ies from	Fat 130
		% Da	ily Value*
Total Fat 14g	ı		22%
Saturated F	at 11g		55%
Trans Fat 0)g		
Cholesterol 5	5mg		2%
Sodium 110n	ng		5%
Total Carboh	ydrate	37g	12%
Dietary Fib	er 1g		4%
Sugars 27	1		
Protein 3g			
,			
Vitamin A 0%	• \	Vitamin (0%
Calcium 6%	• 1	ron 2%	
*Percent Daily Val diet. Your daily va depending on you	lues may be	e higher or	
Total Fat Saturated Fat Cholesterol Sodium Total Carbohydrat Dietary Fiber Calories per gram.	Less than Less than Less than Less than e	65g 20g 300mg 2,400mg 300g 25g	80g 25g 300 mg 2,400mg 375g 30g



Dirt and Worms

Fat-Free Chocolate Pudding Cup

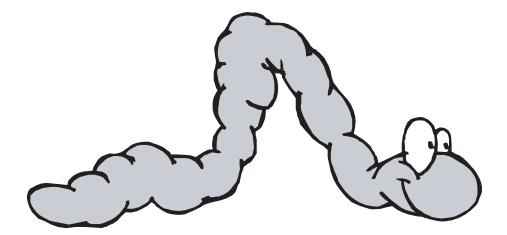
½ Chocolate Graham Cracker

Nutrition Facts Serving Size (15g) Servings Per Container Amount Per Serving Calories 60 Calories from Fat 15 % Daily Value* Total Fat 1.5g 2% Saturated Fat 0g 0% Trans Fat 0g Cholesterol 0mg 0% Sodium 90mg 4% 4% Total Carbohydrate 12g Dietary Fiber 0g 0% Sugars 4g Protein 1g Vitamin A 0% · Vitamin C 0% Calcium 8% Iron 4% *Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs: Calories: 2,000 Total Fat 80g 25g 300 mg Less than Saturated Fat Less than 20g 300mg Cholesterol Less than 2,400mg 300g 2,400mg 375g Sodium Less than Total Carbohydrate Dietary Fiber Calories per gram: Fat 9 • Carbohydrate 4 • Protein 4

Amount Pour			
Amount Per Serv			
Calories 100	Ca	alories fr	om Fat
		% D	aily Value
Total Fat 0g			0%
Saturated F	at 0g		0%
Trans Fat -	-g		
Cholesterol (Omg		0%
Sodium 190n	ng		89
Total Carboh	ydrate	23g	8%
Dietary Fib	er 1g		49
Sugars 17g	3		
Protein 3g			
Vitamin A 4%	•	Vitamin	C 0%
Calcium 8%	•	Iron 4%	
*Percent Daily Val diet. Your daily va depending on you	lues may b	e higher or	
Saturated Fat Cholesterol	Less than Less than Less than Less than e	65g 20g 300mg 2,400mg 300g 25g	80g 25g 300 mg 2,400m 375g 30g

1 Gummy Worm

Nutri Serving Size Servings Per	(7g)		cts
Amount Per Sei		J1	
Calories 30		lories fro	m Fat 0
		% Da	ily Value*
Total Fat 0g			0%
Saturated			0%
Trans Fat			
Cholesterol			0%
			0%
Sodium 0mg			
Total Carbo	•	/g	2%
Dietary Fi	ber 0g		0%
Sugars 4g	3		
Protein 0g			
Vitamin A 0%	% · \	Vitamin (0%
Calcium 0%	•	Iron 0%	
*Percent Daily Vidiet. Your daily videpending on your	alues may b	e higher or l	
Total Fat Saturated Fat Cholesterol Sodium Total Carbohydra Dietary Fiber Calories per gran Fat 9 • 0		65g 20g 300mg 2,400mg 300g 25g	80g 25g 300 mg 2,400mg 375g 30g



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4: Extras—Sugar





Activity A: Serious Cereal

Objectives:

Participants will be able to:

· Locate sugar on the Nutrition Facts Label

Materials:

- √ "Cereal Nutrition Facts Labels" handout
- ✓ Cereal Sugar cards
- √ 6 small containers of sugar
- √ 6 teaspoons
- √ 6 Small baggies
- ✓ Knife
- ✓ Paper bowls
- ✓ Plastic spoons

Food Supplies (for approximately 20 participants):

- ✓ 1 gallon of fat-free milk
- √ 10 cups of Cheerios® cereal
- √ 10 cups of Honey Bunches of Oats® cereal
- √ 10 cups of Kix® cereal
- ✓ 20 fresh strawberries
- 1. TASK: Pass out the "Cereal Nutrition Facts Labels" handout.
- 2. ASK: Where have you seen these types of labels?

ANSWER: Food products

- 3. **SAY**: Today we are going to discuss sugar and the amount of sugar found in certain cereals. Then we are going to have a cereal party.
- 4. **SAY**: Look for the word sugar on the nutrition facts labels on your handout. Sugar is listed in grams. Find the Honey Smacks® label.
- 5. ASK: How many grams of sugar does 1 serving of Honey Smacks® have?

ANSWER: 18 grams

6. ASK: What label has the most sugar?

ANSWER: Honey Smacks® (18 grams)

7. ASK: How many grams of sugar are in Frosted Flakes®? Froot Loops®? Apple Jacks®?

ANSWER: 13 grams for Frosted Flakes® and Apple Jacks®, 11 grams for Froot Loops®

8. SAY: Apple Jacks® and Froot Loops® might sound healthy, but you have to read the labels to truly know the nutritional value. Let's do an activity to see how much sugar is in a variety of cereals. I am going to pass out sugar and teaspoons and have you measure the amount of sugar for 6 different cereals.



- 9. **TASK**: Break the group into 6 smaller groups. Distribute a cereal sugar card, a container of sugar, a plastic bag and a teaspoon to each group.
- 10. **SAY**: One teaspoon of sugar is equal to 4 grams of sugar. Look at your group's cereal sugar card. Using the teaspoon, measure out the amount of sugar in your assigned cereal. Put the sugar in the empty plastic bag you were given.
- 11. **TASK**: Pick one person from each group. Have that person stand in front of the entire group and hold up his/her group's sugar bag.
- 12. **SAY**: One by one, hold up your group's sugar bag. State the amount of sugar (in grams) in your group's cereal.

Cereal	Amount of sugar (in grams)
Honey Smacks	18 grams
Apple Jacks	
Froot Loops	11 grams
Kix	3
Honey Bunches of Oats	6 grams
Cheerios	1 gram

13. **ASK**: Which cereal has the most sugar?

ANSWER: Honey Smacks® has 18 grams of sugar

14. **ASK**: Which cereal has the least sugar? How much is it?

ANSWER: Cheerios® has 1 gram of sugar

- 15. **TASK**: Have the participants hold up the Cheerios® sugar bag (1 gram sugar= ¼ tsp sugar) and compare it to the Honey Smacks® sugar bag.
- 16. **SAY**: Look at the difference! We want to try to choose a cereal that has 3 or less grams of sugar or as close to 3 as possible. Out of the six cereals we measured, Cheerios®, Kixs® and Honey Bunches of Oats® have the lowest amount of sugar. Too much sugar can lead to tooth decay and is linked to obesity. We also want to choose cereals that are good sources of fiber, 2.5 grams of fiber or more. Don't forget to choose cereals with high percentages of vitamins and minerals, and low percentages of fat.
- 17. **ASK**: Does any of the high sugar cereals have a label with 2.5 grams of fiber or more?

ANSWER: No-they all have less than 1 gram



18. **SAY**: None of the high sugar cereals are good sources of fiber, but all of the lower sugar cereals have 2 or more grams of fiber. Cheerios® and Kix® have 3 grams of fiber and Honey Bunches of Oats has 2 grams of fiber.

19. **SAY**: Now we are going to sample 3 cereals: Cheerios® (1 gram of sugar), Kix® (3 grams of sugar), and Honey Bunches of Oats® (6 grams of sugar). The first two are 3 or less grams of sugar and Honey Bunches of Oats® has 6 grams of sugar.

Fun Food A	Activity
1. TASK :	Ask if any of the participants have food allergies to any of the ingredients. If so, DO NOT ALLOW THEM TO PARTCIPATE.
2. TASK :	Have the students wash their hands.
3. TASK :	Pass out bowls and spoons to each of the students.
4. TASK :	Wash the strawberries and have the students cut them up.
5. TASK :	Demonstrate pouring a small amount of cereal into a bowl—not a full serving, just a taste.
6. TASK :	Allow the students to pour a small amount of the first cereal into their bowls.
7. TASK :	Top the cereal with fat-free milk.
8. SAY :	To add sweetness without sugar, top your cereal with fresh fruit. Doing this also adds fiber. Add strawberries to one cereal of your choice.
9. TASK :	Repeat the cereal tasting process with the 3 nutritious cereals.
10. ASK :	What cereals do you normally eat? Do you think you will switch to some we have tried today?
11. SAY :	You don't have to give up your favorite sugary cereal—if you must have it mix it with a low sugar cereal like Cheerios®. Don't forget to check your cereals at home!

Cereal Nutrition Facts Labels

Kellogg's Honey Smacks

Nutrit Serving Size 1 Servings Per	box (3	2g)	ac	ts
Amount Per Servi	ing			
Calories 120	Ca	alories	from I	Fat 5
		9	6 Daily	/alue*
Total Fat 0.5g	1			1%
Saturated F	at 0g			0%
Trans Fat 0	g			
Cholesterol 0	mg			0%
Sodium 60mg	3			3%
Total Carboh	ydrate	28g		9%
Dietary Fibe	er 1g			4%
Sugars 18g				
Protein 2g				
Vitamin A 10%		Vitam		0%
Calcium 0%		Iron 2		
*Percent Daily Valu diet. Your daily valu depending on your	ues may b	e higher		r
Saturated Fat L Cholesterol L	ess than ess than	65g 20g 300m 2,400 300g 25g	mg 2,4 37: 30:	g 0 mg 00mg 00mg 5g

Kellogg's Apple Jacks

	Containe	21 I	
Amount Per Serv	ing		
Calories 110	Ca	lories fro	m Fat
		% Da	aily Value
Total Fat 0.5	9		19
Saturated F	at 0g		09
Trans Fat 0)g		
Cholesterol	Omg		09
Sodium 130n	na		59
Total Carboh		25a	89
Dietary Fib			49
Sugars 13d			
	,		
Protein 1g			
Vitamin A 2%	• \	√itamin (20%
Calcium 0%	• 1	ron 20%	
*Percent Daily Val diet. Your daily val depending on your	ues may be	e higher or l	
Total Fat Saturated Fat Cholesterol	Less than Less than Less than Less than	65g 20g 300mg 2,400mg 300g 25q	80g 25g 300 mg 2,400m 375g 30g

Kellogg's Frosted Flakes

Nutritio Serving Size 1 box Servings Per Cont	
Amount Per Serving	
Calories 120	Calories from Fat 0
	% Daily Value
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydra	te 31g 10%
Dietary Fiber 1g	4%
Sugars 13g	
Protein 1g	
Vitamin A 10%	 Vitamin C 10%
Calcium 0%	• Iron 25%
*Percent Daily Values and diet. Your daily values mudepending on your calorie Calorie	e needs:
Total Fat Less th Saturated Fat Less th Cholesterol Less th Sodium Less th Total Carbohydrate Dietary Fiber Calories per gram:	an 65g 80g an 20g 25g an 300mg 300 mg

Kellogg's Froot Loops

Serving Size 1 bo Servings Per Cor			
	italiit	J1 1	
Amount Per Serving			
Calories 110	Cald	ories fron	n Fat 10
		% Da	aily Value
Total Fat 1g			2%
Saturated Fat	0g		0%
Trans Fatg			
Cholesterol 0mg	3		0%
Sodium 135mg			6%
Total Carbohyd	rate 2	24g	8%
Dietary Fiber 1	lg		4%
Sugars 11g			
Protein 1g			
Vitamin A 8%	• \	Vitamin (20%
Calcium 0%	•	ron 30%	
*Percent Daily Values diet. Your daily values depending on your cale Calo	may b	e higher or eds:	
Total Fat Less Saturated Fat Less Cholesterol Less	than than than than than	2,000 65g 20g 300mg 2,400mg 300g 25q	80g 25g 300 mg 2,400mg 375g 30g



Honey Smacks® have 18 grams of sugar (4½ teaspoons) per serving.

MEASURE OUT 41/4 TEASPOONS

4: Extras—Sugar

Inutrition
 Inuggets

Froot Loops®
have 11 grams of sugar
(2¾ teaspoons)
per serving.

MEASURE OUT 31/4 TEASPOONS

4: Extras—Sugar

4: Extras—Sugar

nuggets

Honey Bunches of Oats® have 6 grams of sugar (1½ teaspoons) per serving.

MEASURE OUT 1½ TEASPOONS

Apple Jacks® have 13 grams of sugar (3¼ teaspoons) per serving.

MEASURE OUT 31/4 TEASPOONS

4: Extras—Sugar

Kix[®] have 3 grams of sugar (¾ teaspoon) per serving.

MEASURE OUT
34 TEASPOON

4: Extras—Sugar

Cheerios®
have 1 gram of sugar
(1/4 teaspoon)
per serving.

MEASURE OUT
1/4 TEASPOON



Activity B: Jammin' Juices

Objectives:

Students who participate in this activity will be able to:

- Determine whether a juice product is 100% juice
- Identify 1 nutritional benefit of choosing 100% fruit juice over soda and juice drinks

Materials:

- ✓ Nutrition Facts Label Poster
- ✓ "Beverage Nutrition Facts Labels" handout
- ✓ 10oz. cups- one for each student
- ✓ Cutting board
- ✓ Knife
- ✓ Measuring cups
- ✓ Bowl and tongs for ice

Food Supplies (for approximately 20 participants):

- √ 7 cups of seltzer water
- ✓ 2-3 flavors 100% fruit juice (120 oz. total)
- ✓ 1 large bag of ice
- ✓ Fresh lemon, orange, or lime (optional-for garnish)

1. **TASK**: Review the information from last time:

What is one cereal we mentioned last time that has 6 or less grams of sugar?

ANSWER: Cheerios, Kix, or Honey Bunches of Oats

- 2. ASK: What are some beverages that you drink?
- 3. **SAY**: Juice is a beverage that contains nutrients your body needs, but not all juice is the same.
- 4. **SAY**: 100% juice provides nutrients and does not contain added sugars, whereas juice drinks, ades (lemonade, sports drinks, etc.), and fruit flavored sodas contain added sugars.
- 5. **SAY**: Today we are going to compare the labels of some popular drinks. Then we are going to make some fruit juice fizzies.
- 6. TASK: Handout the "Beverage Nutrition Facts Labels" handout.
- 7. **SAY**: Look for the ingredients lists. Look for these words: dextrose, fructose, maltose, sucrose, and galactose. A good rule of thumb is: anything that rhymes with gross and is listed as an ingredient is a form of sugar. Also be aware that syrups, molasses, and fruit juice concentrates are undercover added sugars.
- 8. ASK: What are some of the sugar ingredients listed on the drink labels?

ANSWER: high fructose corn syrup and fruit juice concentrates



- 9. **SAY**: If you have 100% fruit juice the only ingredient is the juice.
- 10. **SAY**: Some drinks that are not 100% juice still offer vitamins or minerals, but those vitamins are usually added in addition to other chemicals, colorings, and flavors.
- 11. ASK: So why is 100% juice a better choice?

ANSWER: It is a better choice because it offers nutrients without added sugar.

- 12. **SAY**: 100% juice is a good beverage, but don't forget that you should also be drinking water. Water is vital in keeping your body hydrated and functioning smoothly. Make most of your drinks throughout the day water and limit your juice to 6-8 ounces a day (1 glass).
- 13. **SAY**: 100% juice is good for you, but it does contain around 100 calories per 8 ounces and too many calories can lead to weight gain. That can add up fast if you choose juice whenever you are thirsty.

Fun Food Activity

- 1. **TASK:** Ask if any of the participants have food allergies to any of the ingredients. If so, **DO NOT ALLOW THEM TO PARTCIPATE.**
 - ·
- 2. **TASK**: Have the students wash their hands.
- 3. **TASK**: Wash the fruit and slice it for garnish (optional).
- 4. TASK: Give each student a beverage cup and add ice to each cup.
- 5. **TASK**: Add ¼ cup plain seltzer water to each cup.
- 6. TASK: Have the students fill the remainder of the cups with 100% fruit juice of their choice.
- 7. **TASK**: Garnish with sliced fruit.

Beverage Nutrition Facts Labels

Gatorade - Orange

Kool-Aid Jammers - Tropical Punch

Sunny Delight

Nutri Serving Size	8 fl (240	g)	J 13
Servings Per	r Containe	er 4	
Amount Per Sei	rving		
Calories 60	Ca	lories fro	m Fat 0
		% Da	ily Value
Total Fat 0g			0%
Saturated	Fat 0g		0%
Trans Fat	g		
Cholesterol	0mg		0%
Sodium 95n	na		4%
Total Carbo	hydrate	15g	5%
Dietary Fi	ber 0a		0%
Sugars 13			
Protein 0g			
Vitamin A	/ - \	Vitamin (20/
Calcium 0%		ron 2%	J 270
*Percent Daily Vidiet. Your daily videpending on your	alues may b	e higher or l	
Total Fat	Less than	65g	80g
Saturated Fat		20g	25g
Cholesterol Sodium	Less than Less than	300mg 2,400mg	300 mg 2.400mg
Total Carbohydra		2,400mg 300a	2,400mg 375g
Dietary Fiber		25g	30g

Ingredients: Water, sucrose syrup, glucosefructose syrip, citric acid, natural ornage flavor with other natural flavors, salt, sodium citrate, monopotassium phosphate, yellow 6, ester gum, brominated vegetable oil

Nutri Serving Size Servings Pe	1 pouch		cts
Amount Per Se	rving		
Calories 90	Ca	lories fro	m Fat 0
		% Da	aily Value*
Total Fat 0g			0%
Saturated	Fat 0g		0%
Trans Fat	0g		
Cholesterol	0mg		0%
Sodium 30n	ng		1%
Total Carbo	hydrate	24g	8%
Dietary Fi	ber 0g	-	0%
Sugars 24	lg		
Protein 0g			
Vitamin A 09	% · '	Vitamin (0%
Calcium 0%	•	lron 0%	
*Percent Daily V diet. Your daily v depending on yo	alues may b	e higher or	
Total Fat Saturated Fat Cholesterol Sodium Total Carbohydr Dietary Fiber Calories per gral Fat 9 • 0	Less than Less than Less than Less than ate	65g 20g 300mg 2,400mg 300g 25g	80g 25g 300 mg 2,400mg 375g 30g

Ingredients: Water, high fructose corn syrup, apple juice from concentrate, orange juice from concentrate, contains less than 2% of water extracted orange juice from concentrate, ascorbic acid (vitamin C), natural and artificial flavor, citric acid, calcium disodium EDTA (preserves freshness), yellow 6 and red 40

	ainer 8
Amount Per Serving	
Calories 170	Calories from Fat
	% Daily Value
Total Fat 0g	0%
Saturated Fat 0	g 0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 5mg	0%
Total Carbohydra	te 42g 14%
Dietary Fiber 1g	
Sugars 29g	
Protein 1g	
Vitamin A 2%	Vitamin C 80%
Calcium 0%	 Iron 2%
*Percent Daily Values and diet. Your daily values medepending on your caloric Calorie	ay be higher or lower e needs:
Total Fat Less th Saturated Fat Less th Cholesterol Less th Sodium Less th Total Carbohydrate Dietary Fiber	nan 65g 80g nan 20g 25g nan 300mg 300 mg

Ingredients: Water high fructose corn syrup, and 2% or less of each of the following: concentrated juices (orange, tangerine, lime, grapefruit, and apple), citric acid, ascorbic acid (vitamin C), thiamin hydrochloride (vitamin B1), natural flavors, modified corn starch, canola oil, cellulose gum, xanthan gum, sucrose, sodium hexametaphosphate, sodium benzoate to protect flavor, yellow #5 and yellow #6

Capri Sun - Splash Cooler

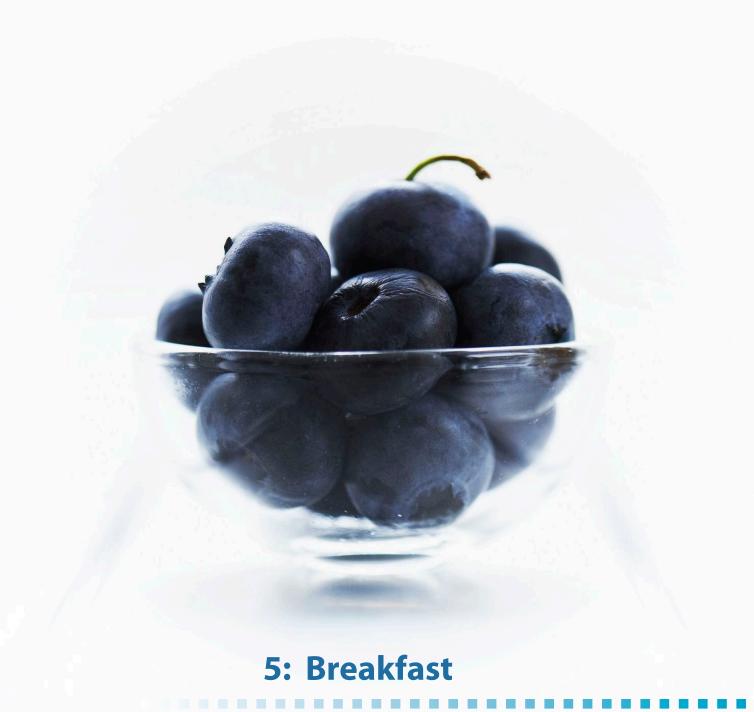
Amount Per Se	rving		
Calories 10	0 Ca	lories fro	m Fat (
		% Da	ily Value
Total Fat 0g			0%
Saturated	Fat 0g		0%
Trans Fat	0g		
Cholesterol	0mg		0%
Sodium 15n	ng		1%
Total Carbo	hydrate	27g	9%
Dietary Fi	ber 0g		0%
Sugars 27	'g		
Protein 0g			
Vitamin A 09	6 •	Vitamin (0%
Calcium 0%	•	Iron 0%	
*Percent Daily V diet. Your daily v depending on yo	alues may b	e higher or l	
Total Fat Saturated Fat Cholesterol Sodium Total Carbohydra Dietary Fiber	Less than Less than Less than Less than	65g	80g 25g 300 mg

Ingredients: Water, high fructose corn syrup, apple and grape juice concentrates, citric acid, strawberry juice concentrate and natural flavor

100% Orange Juice

Nutri Serving Size Servings Per	8 fl		cts
Amount Per Ser	ving		
Calories 110) Ca	lories fro	m Fat 5
		% Da	aily Value*
Total Fat 0g			0%
Saturated	Fat 0g		0%
Trans Fat	0g		
Cholesterol			0%
Sodium 0mg	9		0%
Total Carbo	hydrate	26g	9%
Dietary Fil	ber 0g		0%
Sugars 21	g		
Protein 2g			
Vitamin A 10	% •	Vitamin (210%
Calcium 2%	•	Iron 2%	
*Percent Daily Va diet. Your daily va depending on you	alues may b	e higher or l	
Total Fat Saturated Fat Cholesterol Sodium Total Carbohydra Dietary Fiber Calories per gran Fat 9 • C		65g 20g 300mg 2,400mg 300g 25g	80g 25g 300 mg 2,400mg 375g 30g

Ingredients: 100% pure squeezed orange juice







Activity A: Perfect Parfaits

Objectives:

Participants will be able to:

- Define a healthy breakfast as a meal including at least 2 food groups
- Define a healthy breakfast as a meal that is low in sugar and fat

Materials:

- ✓ MyPyramid poster or handouts
- ✓ "Brilliant Breakfast" handout
- ✓ Can opener
- ✓ Measuring cups
- ✓ Plastic cups, knives, & spoons (for each participant)

Food Supplies (for approximately 20 participants):

- ✓ 20 snack sized yogurt cups
- ✓ 20 strawberries
- ✓ 7 bananas
- √ 8 cups of whole grain cereal
- ✓ 3 cups of nuts (almond, pecan, or walnut) (optional)
- 1. **SAY**: Stand up if you like to eat breakfast.
- 2. **SAY**: We all should eat breakfast because it is the most important meal of the day. You need breakfast to get your body going in the morning.
- 3. ASK: What do you like to eat for breakfast?

ANSWER: (various answers)

- 4. **SAY**: Today we are going learn about why eating breakfast is so important and what types of foods are healthier to eat for breakfast. It is the beginning of a new year, so it is the perfect time to get into the habit of eating breakfast every morning.
- 5. **SAY**: Since breakfast is the most important meal of the day, eating something for breakfast is better than eating nothing. However, some foods are healthier to eat than others.
- 6. **SAY**: Eating breakfast also has many benefits. Eating breakfast can help us get the nutrients we need like vitamins, minerals and fiber. These are all things that help our bodies stay healthy and strong.
- 7. **SAY**: Eating breakfast fuels our bodies with nutrients so that we can concentrate at school and be alert to learning new things. It also helps us feel good about our bodies and breakfast just tastes good! The foods that we eat for breakfast give us energy for the day. Remember that we must also burn off the energy we eat by doing physical activity. Therefore, we want to stay away from breakfast foods that are high in sugar and high in fat.



8. **SAY**: To help you get the nutrients you need to start the day, eat foods from two or more food groups. Multiple food groups will help provide you with the energy you need to concentrate, be alert, energetic, and feel good. It may even help you do well in school.

9. ASK: So based on what I just said, what do you think happens if you don't eat breakfast?

ANSWER: You become less alert, less energetic, you're not able to concentrate and you may not do at well in school and on tests/quizzes.

- 10. **SAY**: You may also get headaches, stomach cramps, and fell grumpy if you don't eat breakfast.
- 11. **ASK**: Look at MyPyramid, what foods in each group do you eat for breakfast?

ANSWER: have kids look at each food group and identify food that they eat

- 12. **SAY**: You don't always have to eat breakfast food for breakfast. You could have a peanut butter and jelly sandwich or even left over pizza. Pizza and sandwiches help you get a variety of nutrients because they are combination foods. Remember combination foods are foods that include 2 or more food groups.
- 13. **SAY**: We are going to look at some breakfast options and try to decide which ones are healthier choices. Remember a healthy breakfast has multiple food groups and includes foods that are low in sugar and low in fat.
- 14. TASK: Hand out "Brilliant Breakfast" handout.
- 15. **SAY**: Look at the 7 different breakfasts.
- 16. ASK: Which 4 breakfasts are the healthiest? Why?

ANSWER:

Breakfast	Why
Breakfast # 2	It has 3 food groups and is low sugar cereal, and low fat milk
Breakfast # 3	It has 3 food groups and is low in sugar and fat
Breakfast # 5	It has 4 food groups and is low in sugar and fat
Breakfast # 7	It has 2 food groups



17. **ASK**: What food groups are in each of the breakfasts?

ANSWER:

Breakfast	Food Groups
Breakfast # 1	Grain, Milk
Breakfast # 2	Grain, Milk, Fruit
Breakfast # 3	Grain, Fruit, Meat and Bean
Breakfast # 4	Meat and Bean
Breakfast # 5	Grain, Fruit, Vegetable, Milk, Meat and Bean
Breakfast # 6	Meat and Bean, Milk
Breakfast # 7	Grain, Meat and Bean (remember jelly is considered an "extra")

- 18. SAY: Breakfast #1 includes 2 food groups, but the it has a lot of sugar from the cereal and a lot of fat from the milk. Breakfast #4 only includes 1 food group and it has a lot of fat from the bacon. Breakfast #6 is made up of 2 food groups, but the sausage and biscuit add a lot of fat to the meal.
- 19. **SAY**: To help you stay full longer you should choose foods that are high in fiber for breakfast. We will talk more about fiber in upcoming lessons, but for now know that fruits, vegetables, nuts, and whole grains like oatmeal contain fiber.
- 20. **SAY**: Look at the breakfasts on the handout again. Which ones include fruits, vegetables, nuts, or whole grains?

ANSWER:

Breakfast	Why
Breakfast # 2	strawberries and whole grain cereal provide fiber
Breakfast # 3	oatmeal, raspberries, and walnuts provide fiber
Breakfast # 5	veggies, fruit, and whole grain toast provide fiber
Breakfast # 7	whole grain bread and peanut butter provide fiber



21. **SAY**: These fiber-rich breakfasts will keep you full longer and keep you going longer.

22. **SAY**: Today, we are going to make parfaits, a breakfast item that includes 3 (4 if nuts are included) of the food groups. But remember eating something for breakfast is better than eating nothing.

Fun Food Activity

1.	TASK:	Ask if any of the participants have food allergies to any of the ingredients.
		If so. DO NOT ALLOW THEM TO PARTCIPATE.

2. **TASK**: Display ingredients.

3. **TASK**: Have the participants wash their hands.

4. ASK: What food groups are we going to include in the parfaits?

ANSWER: Milk (yogurt), fruit (berries and bananas), meat & beans (optional-nuts), grain (cereal)

TASK: Pass out plastic cups, spoons, and knives.

6. TASK: Have the participants wash the berries and bananas.

7. **TASK**: Distribute approximately 1/3 cup of cheerios, 1/3 of a banana, 2 raspberries

(or 1 strawberry), and 2 Tbsp. of nuts to each participant (optional).

8. **TASK**: Have the participants slice their bananas (and possibly strawberries).

9. TASK: Have the participants layer the ingredients in their cups and enjoy their treats!

Brilliant Breakfast

Q: Which breakfast options are the healthiest?

Breakfast #1

Sugar Coated Cereal Whole Milk

Breakfast #2

Whole Grain Toasted Oat Cereal Low Fat Milk Strawberries

Breakfast #3

Oatmeal Raspberries Walnuts





Breakfast #4

2 Fried Eggs 4 Slices of Bacon

Breakfast #5

Scrambbled Eggs with Spinach and Tomato 1 Piece of Whole Wheat Toast Glass of Low Fat Milk Orange Slices

Breakfast #6

Sausage & Egg Biscuit

Breakfast #7

Peanut Butter and Jelly Sandwich on Whole Wheat Bread





Activity B: Wacky Waffle Pizza

Objectives:

Participants will be able to:

- Recognize 1 health benefit of eating breakfast
- · Identify a healthy breakfast as a meal with at least two food groups
- · Identify a healthy breakfast as a meal that is low in sugar and fat

Materials:

- ✓ Paper plates for each participant
- ✓ Plastic knives for each participant
- ✓ Measuring cups and spoons
- ✓ Oven or toaster (if available)

Food Supplies (for approximately 20 participants):

- ✓ 20 whole grain waffles (10 whole grain bagels if there is not an oven or toaster)
- ✓ 1 (18 oz) jar peanut butter, creamy
- ✓ 10 bananas
- 1. **TASK**: Review the information from last time:
- 2. ASK: Why did we say eating a healthy breakfast was important last time?

ANSWER: Gives your body the nutrients, vitamins, minerals, and fiber that it needs to be healthy and strong.

3. ASK: Does breakfast give you more energy, make you more alert and ready to learn?

ANSWER: yes

4. ASK: What things should we consider when selecting a breakfast?

ANSWER: Foods that are low in sugar and low in fat; foods from multiple food groups

- 5. **SAY**: Today we are going to review why eating breakfast is important and how we can benefit from eating a healthy breakfast.
- 6. **SAY**: I will read three stories about students who ate different breakfasts. As I am reading, try and think about how they are different. We will talk about why they felt the way they did at the end.
- 7. **SAY**: Remember breakfasts that include multiple food groups and fiber help us get the nutrients we need. Fiber keeps us full longer. Foods that don't contain a lot of sugar and/or fat are also good choices for breakfast.
- 8. **TASK**: Read the *Tale of Three Breakfasts* to the participants. SEE STORIES BELOW:



The Tale of Three Breakfasts*

Jeremy's Breakfast:

Jeremy was late for school, so he left without eating breakfast. By midmorning (around 10:00 AM), he was fidgety and had trouble concentrating. His stomach was grumbling before lunchtime, and he had trouble completing his morning math quiz.

Tisha's Breakfast:

Tisha was also running late for school, but when she got there, she went to the cafeteria and ate the school breakfast of waffles, a banana, and 1% milk. Instead of syrup and butter, Tisha topped her waffles with 1 tablespoon of peanut butter. She felt great all morning and did very well on her math quiz.

Omar's Breakfast:

Omar grabbed two doughnuts and a glass of Kool-Aid as he ran out the door for school. He was full of energy and enthusiasm for a while, then his mind started to wander, and, like Jeremy, he had trouble finishing the math quiz.

*Adapted from the Breakfast Club Worksheet 1. Source: Eat Well & Keep Moving, p133.

9. ASK: Why did Jeremy feel the way he did by lunchtime?

ANSWER: He did not eat anything in the morning. His body had no energy and he was unable to concentrate on the quiz. He was hungry, tired, and distracted!

10. ASK: Why did Tisha feel the way she did by lunchtime?

ANSWER: She ate an excellent, healthy breakfast that combined four food groups. She was alert and energized. Tisha had the nutrients she needed to concentrate on the quiz and do well.

11. ASK: What were the four food groups in Tisha's breakfast?

ANSWER: Fruit (banana); Grain (waffle); Milk (1% milk); Meat and Bean (peanut butter).

12. **ASK**: Why did Omar feel the way he did by lunchtime?

ANSWER: It was good he had breakfast, but it was not ideal. Omar's breakfast did not include foods from multiple food groups. The foods he chose contained mostly fat and sugar and made him feel tired and restless. His body ran out of energy quickly because his breakfast didn't include fiber. His energy loss affected his concentration for the math quiz.

13. **SAY**: Today, we are going to make and taste the breakfast Tisha ate, Wacky Waffle Pizza!



Fun Food Activity

1. TASK: Ask if any of the participants have food allergies to any of the ingredients.

If so, DO NOT ALLOW THEM TO PARTCIPATE.

2. TASK: Have participants wash their hands.

3. **TASK**: Display the ingredients.

ASK: How many food groups are we using for this breakfast? What food groups are they?

ANSWER: 3; Grain (Waffle), Meat & Bean (Peanut butter*), and Fruit (Banana).

5. **TASK**: Hand out paper plates and plastic knives.

6. TASK: Ask the participants to place a waffle on their plate.

7. TASK: Heat the waffles according to the instructions on the package in an oven or

toaster oven**.

8. **TASK**: Ask the participants to wash the bananas.

9. TASK: Distribute 1 tablespoon of peanut butter, ½ a banana, and 1 waffle, to

each participant.

10. **TASK**: Ask the participants to spread the peanut butter over their waffle.

11. **TASK**: Ask the participants to slice their bananas.

12. **TASK**: Ask the participants to place their fruit on top of the waffle/peanut butter and

enjoy their treats!

^{*} Substitute soynut butter for peanut butter if a student has a peanut allergy.

^{**} Substitute $\frac{1}{2}$ a bagel for each waffle if you do not have an oven or toaster.



6: Grains and Fiber





Activity A: Banana Burritos

Objectives:

Participants will be able to:

- Choose whole grain foods using a Nutrition Facts Label
- · Identify 1 benefit of dietary fiber

Materials:

- ✓ MyPyramid poster (or handouts)
- ✓ Home-made digestive system OR
 22 foot long rope (see included directions)
- ✓ Grain poster with layer picture cards (from HBD)
- ✓ Measuring spoons
- ✓ Paper plates (one per participant)
- ✓ Plastic butter knives (one per participant)
- ✓ Sharp knife

Food Supplies (for approximately 20 participants):

- ✓ 20 whole wheat tortillas
- ✓ 1 (20 oz) jar of peanut butter
- ✓ 1 ½ cups of strawberry jelly
- √ 3 cups of seedless raisins
- √ 10 large bananas

NOTE: PRIOR TO THE LESSON, MAKE THE HOMEMADE DIGESTIVE SYSTEM (SEE HANDOUT FOR INSTRUCTIONS!)

- 1. TASK: Hang up the MyPyramid poster or pass out handouts.
- 2. **SAY**: Today we are going to learn about the grain group. We will talk about why whole grain foods are healthy. To go along with our lesson, we are going to make Banana Burritos, a snack that includes whole grains!
- 3. SAY: Look at MyPyramid and show me with your fingers how many food groups there are.

ANSWER: Five (Oils are not a food group)

- 4. **SAY**: Any food made with wheat, rice, pasta, or corn is considered a grain.
- 5. **SAY**: Grains are important because they provide our bodies with lots of carbohydrates. Carbohydrates are a nutrient that gives us energy.
- 6. ASK: What do we need energy for?

ANSWER: everything-move, jump, talk think, breathe, etc (allow participants to give a few examples before explaining that you need energy for everything)

7. **SAY**: Everybody standup. I am going to say some examples of grains. Jog in place every time I say a grain that you eat. The jogging will represent the energy grains give you.



Bagels	Cornbread	Grits	Pancakes	Rice	Tortillas
Bread	Crackers	Muffins	Pita bread	Taco Shells	Pretzels
Cereal	Oatmeal	Noodles	Popcorn	Spaghetti	Buns

- 8. **SAY**: It is very important to eat foods from the grains group, but especially whole grains. Whole grains are grains that include all parts of the grain.
- 9. **TASK**: Display the grain poster.
- 10. **SAY**: Here is a poster that shows a kernel of wheat. There are three major parts:
 - the outer layer or bran
 - the germ or the part that grows into the plant
 - the endosperm or the part that supplies "food" for the seed to grow
- 11. **SAY**: All three parts of this wheat kernel are important for our health.
- 12. **TASK**: Handout the 3 grain layer picture cards to 3 different participants: bran, germ, and endosperm.
- 13. **TASK**: Have the picture card participants come up.

ASK: Who has the bran layer? Please read the nutrients listed on the picture card aloud. These are the nutrients we lose when we don't eat the bran layer.

ANSWER: lose fiber, B vitamins, minerals

SAY: Vitamins and minerals are nutrients that help keep our body running smoothly. We will talk about the importance of fiber in a moment.

ASK: Who has the germ layer? Please read the nutrients listed on the picture card aloud. These are the nutrients we lose when we don't eat the germ layer.

ANSWER: lose antioxidants, vitamin E, B vitamins

SAY: Antioxidants help lower the risk of diseases like cancer and heart disease.

ASK: What layer is left? What nutrients are left (read the nutrients listed on the picture card)?

ANSWER: the endosperm; carbohydrates and protein



ASK: Why are carbohydrates important?

ANSWER: carbohydrates give us energy

SAY: Protein helps our bodies build and repair muscle.

- 14. **SAY**: There are two types of grains. Whole grains and refined grains. Whole grains contain the entire grain-the bran, germ and endosperm. Whole means all. The bran and germ are removed in refined grains. When that happens, healthy nutrients such as fiber, vitamins and minerals are lost.
- 15. **ASK**: If you see the word refined, is it a whole grain?

ANSWER: No

- 16. **SAY**: Refined means they took out the bran and the germ layers.
- 17. **SAY**: MyPyramid recommends we eat at least 6 servings/ounces of grains per day. MyPyramid also recommends that 3 of those grains should be whole grains.
- 18. **ASK**: If we eat 6 servings/ounces of grains each day and 3 of them are whole grains, how much of our grains are whole?

ANSWER: Half

19. **ASK**: Look at MyPyramid. What is the grain group's slogan?

ANSWER: make half your grains whole

- 20. **SAY**: Examples of one serving or one ounce from the grains group include:
 - 1 slice of bread
 - 1 cup of breakfast cereal/cold cereal
 - ½ cup cooked cereal/oatmeal, rice or pasta
 - ½ bagel
 - 1 small muffin
- 21. **SAY**: It is very important to eat foods from the grains group, but especially whole grains. Whole grains help us lower our risk of cancer, heart disease, diabetes, and obesity. Whole grains also taste good and help us feel full. They are low in fat and the fiber helps our digestive system, the body system that breaks down food.
- 22. **SAY**: Fiber is a nutrient that is very good for our bodies and helps our digestive system work. It is like a broom and "cleans us out." Fiber helps us feel full and is not only found in grains, but in fruits, vegetables, nuts and seeds. It is very important for us to eat foods with fiber in them.

- 23. **SAY**: We are going to look at the length of the digestive system.
- 24. **TASK**: Show the 22 foot rope (or the Homemade Digestive System). Ask 2-4

participants to hold it up from end to end.

25. **SAY**: After you swallow food it goes down your throat, into your stomach, and through your

intestines. This journey is about 22 feet long. So you can see why keeping this tube

clean is important.

26. **ASK**: What did we say sweeps out your digestive system?

ANSWER: fiber

- 27. **SAY**: Whole grains provide our bodies with fiber, but so do fruits and veggies!
- 28. **SAY**: Today we are going to make a snack using whole grains and foods that are good

sources of fiber. We are going to make Banana Burritos!



Fun Food Activity

1. TASK: Ask if any of the participants have food allergies to any of the ingredients.

If so, DO NOT ALLOW THEM TO PARTCIPATE.

2. **TASK**: Have the participants wash their hands.

3. **TASK**: Display the ingredients.

4. **TASK**: Have the participants rinse the bananas.

ASK: What food or foods in Banana Burritos* are from the Grains food group?

ANSWER: Whole wheat tortillas

6. ASK: What food or foods in Banana Burritos* contain fiber?

ANSWER: Whole wheat tortillas AND raisins and banana

7. **SAY**: The peanut butter** also has fiber.

8. TASK: Hand out a paper plate, plastic knife and whole wheat tortilla to each participant.

9. TASK: Give each participant 1 tablespoon of peanut butter and 1 tablespoon

strawberry jelly.

10. **TASK**: Have the participants spread the peanut butter on one side of the tortilla.

Then have the participants spread the jelly on top.

11. **TASK**: Give each participant 2 tablespoons of raisins.

12. **TASK**: Have the participants sprinkle raisins over the jelly.

13. **TASK**: Give each participant ½ a banana.

14. **TASK**: Have the participants peel the banana and place at one end of the tortilla.

Then have them roll the tortilla to cover the banana.

^{*} Recipe adapted from Banana in a Blanket, 5 A Day Kids Cookbook, Dole Food Company, 2004.

** If someone has a peanut allergy, substitute soy nut butter for peanut butter.

Make your own Home-Made Digestive System!

Materials:

- 100 feet of clothesline cord (something fairly soft, preferably cotton or polyester)
- ½ gallon plastic container (to represent the stomach when full)
- One strip of cloth (100" x 7", sewn into a tube)
- Ribbon or string (enough to make a bow)

Instructions:

- 1. Unravel the 100 feet of clothesline cord.
- 2. Cut a 12" piece from one end. Wrap both ends in scotch tape.
- 3. Measure and cut three pieces of cord (each 33-feet long). Wrap all ends in scotch tape.
- 4. Tie a knot at one end of the three cords to secure them together. You should have all three cords coming from this knot each about 33 feet long.
- 5. Secure the knotted end somewhere (such as under a table leg) so you can braid smoothly and evenly.
- 6. Braid the cord (Tip from experience: Braid no more than 12 counts at a time, then pause and gently pull ONE of the three ends through the rest so it does not tangle).
- 7. When you have finished braiding the entire cord, you should have one braid about 25 feet long.
- 8. Tie it off with a strong rubber band.
- 9. Measure 5 feet from the rubber band and mark the place with a safety pin.
- 10. Pull the braid through the sewn tube of cloth until it reaches the safety pin.
- 11. At the point of the safety pin, tie a tight bow with the ribbon or string.
- 12. Gently gather the fabric so it ends at the end of the braid. Tie that end with a string too.
- 13. Punch a hole in the bottom of the $\frac{1}{2}$ gallon plastic container. This hole should only be large enough to fit the braid.
- 14. Untie the knot at the top end of the braid and feed the cord through the hole until it's close enough to the top of the container that you can reach it and pull it through. Re-knot the cord and pull it back down so the knot is just inside the container.
- 15. Punch a hole in the cap of the container. Push the 12-inch piece of cord through the hole and tie in a knot. Put the cap on the container.
- 16. Print smiling lips on a business card (or card stock), laminate it, and tape it to the loose end of the cord.
- 17. If you like, you can attach cards that explain what is happening





Activity B: Terrific Trail Mix!

Objectives:

Participants will be able to:

- Define "whole grain" as a grain that contains all 3 parts
- Define "refined" grains as grains that do not contain all 3 parts
- · Identify 1 health benefit of dietary fiber

Materials:

- √ "How much Fiber?" handout
- ✓ "Bread Nutrition Facts Labels" handout
- ✓ Snack size plastic baggies (one per participant)
- ✓ Bowls (for ingredients)
- ✓ Plastic spoons

Food Supplies (for approximately 20 participants):

- √ 5 cups of pretzels
- ✓ 5 cups of whole wheat grain cereal (such as Cheerios)
- ✓ 10 cups of popped popcorn low salt/butter
- √ 3 cups of dried fruit (raisins)
- √ 3 cups of sunflower seed kernels

NOTE: POP THE POPCORN PRIOR TO THE LESSON.

1. TASK: Review the information from last time:

Look at MyPyramid, What are some of the grains pictured?

ANSWER: breads, cereal, oatmeal, rice, pasta, popcorn

What did we say carbohydrates do for your body?

ANSWER: they give you energy

Remember from last time that we used the poster of a kernel of wheat to remove different layers. When we removed layers, did we lose nutrients?

ANSWER: Yes

SAY: We loss fiber, vitamins (B vitamins and vitamin E), minerals, and antioxidants when we removed layers.

SAY: Remember, whole grains contain the entire grain (or all the layers in the kernel of wheat). In refined grains, the bran and germ are removed from the kernel. When that happens, healthy nutrients such as fiber, vitamins and minerals are lost.

SAY: We want to choose whole grains more often because whole grains help us lower our risk of cancer, heart disease, diabetes, and obesity. Whole grains also taste good and help us feel full. They are low in fat and the fiber helps our digestive system.



Does anyone remember what we said fiber does for our bodies?

ANSWER: Fiber helps our digestive system work. It is like a broom and "cleans us out."

SAY: Don't forget that grains, nuts, seeds, fruits, and vegetables are all good sources of fiber.

- 2. **SAY**: Today we are going to review the grain group and why whole grains are important for our health.
- 3. **SAY**: Remember that whole grains help us prevent many diseases and illnesses from occurring as we get older and fiber helps "clean out" our digestive system. In addition, we should aim for the recommended amount of fiber each day. When we are younger than age 18, the recommendation for fiber is different for different ages. We need to use our math skills to determine how much fiber we need. The recommendation is:

Your Age + 5 = the grams of fiber you should aim for each day.

For example, if you are 10 years old, you add 10 plus 5, equals 15. So you need 15 grams of fiber each day.

4. ASK: How much fiber do YOU need each day (ask participants to use the equation to figure out how much they need)?

ANSWER: varies depending on age

- 5. **SAY**: To determine if a bread is a whole grain it is important to look at the nutrition facts label. A nutrition facts label can also tell us how much fiber is in bread (or other grain product).
- 6. TASK: Distribute the "Bread Nutrition Facts Labels" handout to the participants.
- 7. **SAY**: First we will look at the amount of fiber that different breads contain. There are two labels, "A" and "B".
- 8. ASK: Which bread has the most fiber?

ANSWER: "A"

- 9. **SAY**: We should also pay attention to the ingredients list to look for whole grains. If a bread is considered whole grain, the ingredients list should say "Whole Wheat Flour" or "Stone Ground Whole Wheat Flour" or "Whole Bran Flour."
- 10. ASK: Does "A" or "B" list whole wheat flour, stone ground whole wheat flour, or whole bran flour as an ingredient?

ANSWER: Yes—"A" has whole wheat flour as an ingredient



- 11. **SAY**: We know that this product is whole grain because it has the word "whole" in the ingredients list.
- 12. **SAY**: Even though product "B" is brown in color, it isn't whole grain. Brown bread doesn't always equal whole grain. You have to check the ingredients OR look for the words 100% whole grain on the package.
- 13. **SAY**: We know whole grains have fiber, but so do some other foods. Today we are going to make a healthy whole grain snack that also contains good sources of fiber. We will be making Terrific Trail Mix, a fiber-rich snack that includes 3 food groups.
- 14. TASK: Distribute "How Much Fiber?" handout.
- 15. **SAY**: All of the ingredients in our snack are listed on the paper. Look for the amount of fiber in each food item. Add up the grams of fiber to determine how much fiber is in our trail mix. Write your answer on the bottom of the handout.
- 16. ASK: How much fiber is in our trail mix?

ANSWER: 8 grams of fiber

17. **SAY**: We are eating less than half of the amount of food listed on your handout, so we will be eating approximately 3-4 grams of fiber. Now that we know what's in our healthy snack, let's taste it!



Fun Food Activity

- 1. **PRIOR to LESSON**: Pop the popcorn in the microwave according to the directions on the package (cooking times may vary).
- 2. TASK: Ask if any of the participants have food allergies to any of the ingredients.

If so, **DO NOT ALLOW THEM TO PARTCIPATE.**

- 3. **TASK**: Have the participants wash their hands.
- 4. **TASK**: Display the ingredients.
- 5. ASK: What food or foods in Terrific Trail Mix* are from the Grains food group?

ANSWER: Pretzels, Cereal, Popcorn

6. ASK: What food or foods in Terrific Trail Mix* contain fiber?

ANSWER: Pretzels, Cereal, Popcorn AND Dried fruit, Sunflower seeds

- 7. **TASK**: Place each ingredient in a separate bowl.
- 8. **ASK**: Place measuring cups and spoons in each bowl (1/3 cup-cereal and pretzels;

½ cup-popcorn, 1 Tbsp. raisins and sunflower seeds)

- 9. **TASK**: Give each participant a snack size baggie.
- 10. TASK: Have participants go to each bowl and take 1 scoop of the pretzels, popcorn, and

cereal. Have the participants take 2 spoonfuls of the sunflowers seeds and raisins.

11. **TASK**: Have participants shake their bags to mix items and enjoy!

*Recipe adapted from Trail Mix in the F.U.N. Curriculum, FSNE, Maryland Cooperative Extension.



How much fiber?



Food	Amount of Fiber
1 cup of cereal (toasted oat)	3 grams
Pretzels	0 grams
1/4 cup of sunflower seeds	3 grams

Popcorn Nutrition Facts

Serving Size: 1 Cup Popped

Nutrition Facts Serving Size (8g) Servings Per Container Amount Per Serving Calories 30 Calories from Fat 5 Total Fat 0g Saturated Fat 0g 0% Trans Fat --g Cholesterol 0mg 0% Sodium 0mg 0% Total Carbohydrate 6g 2% Dietary Fiber 1g 4% Sugars 0g Protein 1g Vitamin A 0% Vitamin C 0% • Iron 2% Calcium 0% *Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs: Calories: 2,000 2,500 Calories per gram: Fat 9 • Carbohydrate 4 • Protein 4

Raisins Nutrition Facts

Serving Size: 1 box

Amount Per Se	rving		
Calories 90	C	alories fro	om Fat 0
		% D	aily Value'
Total Fat 0g	l		0%
Saturated	Fat 0g		0%
Trans Fat	0g		
Cholesterol	0mg		0%
Sodium 5mg	g		0%
Total Carbo	hydrate	22g	7%
Dietary Fi	ber 1g		4%
Sugars 20)g		
Protein 1g			
Vitamin A 0%	6 •	Vitamin	C 0%
Calcium 2%	•	Iron 4%	
*Percent Daily V diet. Your daily v depending on yo	alues may l	be higher or	
Total Fat Saturated Fat Cholesterol Sodium Total Carbohydra Dietary Fiber	Less than Less than	65g 20g	80g 25g 300 mg 2,400mg 375g 30g

Add up the amout of fiber in our snack. What did you get?

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Bread Nutrition Facts Labels

PRODUCT A: Cracked Wheat Bread

			<u> </u>										
Protein 3g Vitamin A 0% • Vitamin C 0% Calcium 10% • Iron 6% Percent Daily Values are based on a 2,000 calorie diet. Your daily values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs: 2,000 2,500 Total Fat Less than 65g 80g Saturated Fat Less than 65g 25g Cholesterol Less than 20mg 25g Cholesterol Less than 2,400mg 2,400mg Total Carbohydrate 2,59 30g Calories per gram: Est 9 • Carbohydrate 4 • Protein 4	4	Dietary Fiber 5g 20%	Total Sarbonydrate 14g	Sodium 80mg 3%	Cholesterol 0mg 0%	Trans Fatg	Saturated Fat 0g 0%	Total Fat 1g 2%	% Daily Value*	Calories 60 Calories from Fat 10	Amount Per Serving	Serving Size 1 slice (34g) Servings Per Container 20	Nutrition Facts

INGREDIENTS:

cracked wheat, rolled oats, sunflower oil, inulin, corn fructose, sunflower seeds, wheat fiber, whole wheat flour, filtered water, millet seeds, vinegar, ascorbic acid, enzyme blend (wheat concentrate, cultured wheat starch, soy lecithin, sesame seeds, yeast, salt, raisin juice flour, dextrose, natural enzymes). vitai wheat gluten, ground flaxseed, crystalline



PRODUCT B: Light Style 7 Grain Bread

_					Δ	<u> </u>						_				
Calories per gram: Fat 9 • Carbohydrate 4	I cotal ret Saturated Fat Less than Saturated Fat Less than Cholesterol Less than Sodium Total Carbohydrate Dietary Fiber	m 4% Daily Val r daily va	Vitamin A 0% •	Sugars 2g	Dietary Fiber 1g	Total Carbohydrate	Sodium 170mg	Cholesterol 0mg	Trans Fatg	Saturated Fat 0g	Total Fat 0.5g		Calories 80 Ca	Amount Per Serving	Serving Size 1 slice (34g) Servings Per Container 20	Nutrition
e 4 • Protein 4	20g 20g 300mg 2,400mg 300g 325g	Iron 6% ased on a 2,000 be higher or love eds: 2,000 2	Vitamin C		V	16g						% Daily	Calories from		34g) er 20	П
4	25g 25g 300 mg 2,400mg 375g 375g	00 calorie ower 2,500	0%		4%	5%	7%	0%		0%	1%	/ Value*	Fat 5			acts

and Partially Hydrogenated Soybean Oil. Rye, Soy Flour, Amaranth Bran Flour, Soya Grits, Malted Barley Guar Gum, Barley, Oats, Wheat Germ, Unbleached Wheat Flour, Spoilage, Corn, Degerminated Yellow Cornmeal, Rye Meal, Wheat Ground 100% Whole Wheat Flour, Calcium Propionate to Retard Nonfat Milk, Datem (Dough Conditioner), Unbromated Stone Fiber, Potato Flour, Crushed Wheat, Wheat Bran, Monoglyceride, Oat Flour, Soy Fiber, Unsulphured Molasses, Salt, Honey, Oat B1), Riboflavin (Vitamin B2), Folic Acid], Water, Wheat Gluten, Unbromated Unblesched Enriched Wheat Flour [Flour, Malted Barley Flour, Niacin, Reduced Ivon, Thiamin Wononitrate (Vitamin Kernels, Rye Flour, Rice Bran, Degerminated White Corn Flour, High Fructose Corn Syrup, Yeast, Oat Bran, Whole Wheat Flakes,





7: MyPyramid—Veggies and Vitamins





Activity A: Veggie Bagel Smiles

Objectives:

Participants will be able to:

- Recall 2 food groups that are good sources of fiber
- · Identify 1 way vitamin A benefits your body
- · Identify 1 way vitamin C benefits your body

Materials:

- ✓ MyPyramid poster (or handouts)
- ✓ Measuring cups
- ✓ 5 ½ cups measuring cups for visual
- ✓ Plastic knives (one per student)
- ✓ Paper plates (one per student)
- ✓ Plastic spoons (one per student)
- ✓ Sharp knife

Food Supplies (for approximately 20 participants):

- √ 10 sliced whole wheat bagels
- √ 12 oz. low-fat vegetable cream cheese
- ✓ 20 slices low-fat cheddar cheese
- ✓ 3 sliced red bell peppers
- ✓ 20 broccoli florets
- ✓ 20 sliced cucumbers
- ✓ 2½ cups shredded carrots
- ✓ 20 grape tomatoes

NOTE: WASH ALL VEGETABLES BEFORE THE LESSON.

- 1. **TASK:** Hang up the MyPyramid poster or pass out MyPyramid handouts.
- 2. **SAY:** Today we are going to learn about the vegetable group. We will talk about the nutrients in vegetables and how they help our bodies. Then we will make veggie bagel smiles, a healthy snack that includes fresh vegetables, whole grain bagels, and low-fat vegetable cream cheese.
- 3. **SAY:** Look at MyPyramid and show me with your fingers how many food groups there are.

ANSWER: five (oils are not a food group)

4. ASK: Look at the vegetable group. Is it one of the larger or smaller food groups?

ANSWER: larger

5. ASK: Do you think that means we should eat more or less vegetables than food from the smaller groups?

ANSWER: more

- 6. **TASK:** Use the measuring cups to show the students 2 ½ cups (two 1 cups and one ½ cup OR five ½ cups)
- 7. **SAY:** We should eat about 2 ½ cups of vegetables a day. That is 5 servings a day! We have to try hard to get all the vegetables we need.



8. ASK: What does it say on MyPyramid underneath "Vegetables"?

ANSWER: vary you veggies

9. ASK: What do you think that means?

ANSWER: you should eat a variety of vegetables in a variety of colors

- 10. **SAY:** MyPyramid recommends that you eat a variety of vegetables, but it also suggests that you eat more dark-green vegetables like broccoli and spinach AND orange vegetables like carrots and sweet potatoes.
- 11. ASK: We need to eat a lot of vegetables and we need to eat a variety of vegetables because vegetables provide your body with vitamins and fiber.
- 12. ASK: We talked about fiber last month. Does anyone remember why fiber is important?

ANSWER: Fiber is a nutrient that is very good for our bodies and helps our digestive system work. It is like a broom and "cleans us out." Fiber also helps us feel full.

13. ASK: Last time we discussed grains. What grains are good sources of fiber?

ANSWER: whole grains—foods that include the entire grain (i.e. whole wheat, oatmeal, etc.)

- 14. **SAY:** Vegetables also are good sources of fiber. They also are natural sources of vitamins. Today we are going to talk about vitamin A and vitamin C.
- 15. **TASK:** Display the vegetables for the veggie bagel smiles: red peppers, carrots, broccoli, tomatoes and cucumbers
- 16. **SAY:** These are the vegetables we will use to make our snack. Some are rich in vitamin C, some in vitamin A, and some are rich in both. All provide your body with fiber.
- 17. **SAY:** Vitamin A keeps eyes and skin healthy and helps to protect against infection. It is found in darkly colored orange and green vegetables.
- 18. ASK: Look at the vegetables we are using today. What ones do you think have a lot of vitamin A? Why?

ANSWER: Broccoli (dark green), carrots (orange)

- 19. **SAY:** You may have heard that carrots are good for your eyes. Now you know why.
- 20. **SAY:** Red peppers also are a good source of vitamin A.



- 21. **SAY:** Vitamin C is beneficial because it helps heal cuts and wounds and keeps teeth and gums healthy. Vitamin C also aids in iron absorbtion. The tomatoes are a good source of Vitamin C. The broccoli and red peppers are good sources of both vitamins A and C. The cucumbers have a small amount of vitamin C.
- 22. **SAY:** Now we are going to make a healthy snack that includes vegetables that are high in vitamin A, vitamin C, and fiber. Our snack also includes fiber rich whole grains.

Fun Food Activity

1.	TASK:	Ask if any of the participants have food allergies to any of the ingredients.

If so, DO NOT ALLOW THEM TO PARTCIPATE.

2. **TASK:** Have the students wash their hands.

3. **TASK:** Display the carrots, broccoli, and red peppers.

4. **SAY:** These vegetables are good sources of vitamin A.

5. ASK: Why is vitamin A beneficial?

ANSWER: keeps eyes and skin healthy and helps to protect against infections.

6. **TASK:** Display the tomato, broccoli, & red peppers.

7. **SAY:** These vegetables are goof sources of vitamin C.

8. ASK: Why is vitamin C beneficial?

ANSWER: helps heal cuts and wounds, keeps teeth and gums healthy, and aids in iron absorption which can help you from getting too tired.

9. ASK: What food or foods in Veggie Bagel Smiles contain fiber?

ANSWER: whole wheat bagels AND all the vegetables

10. TASK: Hand out a paper plate, plastic knife, and half a whole wheat bagel to each student.

11. **TASK:** Use a plastic spoon to scoop about 1 Tbsp. of low-fat cream cheese. Hand the plastic spoon to one of the students (each student keeps their spoon and uses it to spread

cream cheese). Repeat until each student has cream cheese.

12. **TASK:** Distribute 1 slice of cheese, 3 slices of red pepper, 1 broccoli floret, 2 slices of cucumber, 1 grape tomato, and 2 Tbsp. shredded carrot to each student.

13. **SAY:** Use the ingredients to make faces on your bagels. You can make a hat out of the cheese or use the peppers for hair or a scarf. The carrots and broccoli also make

great hair. Don't forget to give your face eyes. Try the tomatoes.

14. **SAY:** You can use your plastic knives to cut your vegetables. Please be careful with the knives.

*Recipe adapted from Trail Mix in the F.U.N. Curriculum, FSNE, Maryland Cooperative Extension.



Activity B: Dynamite Dip and Veggies!

Objectives:

Participants will be able to:

- Define a serving of vegetables as ½ cup
- Measure ½ cup of vegetables
- · Create a healthy portion plate

Materials:

- ✓ Healthy portion plate sample
- ✓ Paper plates (two per student)
- ✓ Pen (one per student)
- √ 8 ounce plastic cups (one per student)
- ✓ Plastic spoons
- ✓ Bowls/containers for vegetables
- √ 5 ½ cup measuring cups

Food Supplies (for approximately 20 participants):

- ✓ Fresh broccoli
- ✓ Sliced green peppers
- ✓ Baby carrots or carrot chips
- √ 16 ounces fat-free sour cream
- ✓ 1 packet Ranch dip mix

NOTE: WASH AND CUT ALL VEGETABLES BEFORE THE LESSON.

1. **TASK:** Review the information from last time:

What foods are good source of fiber?

ANSWER: whole grains, vegetables, and fruits

What vitamins did we discuss last time?

ANSWER: vitamin A and vitamin C

What does vitamin A do for your body?

ANSWER: keeps eyes and skin healthy and protects against infection

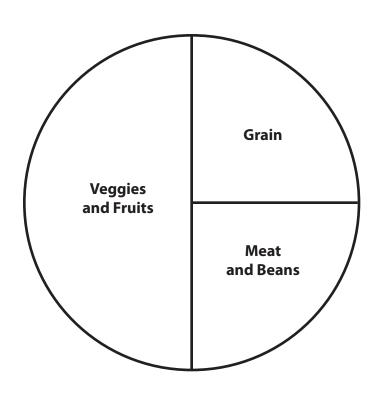
What does vitamin C do for your body?

ANSWER: helps heal cuts and wounds and keeps teeth and gums healthy

- 2. **SAY:** Today we are going to review the vegetable group. We are going to focus on eating enough vegetables each day. Then we are going to measure out some vegetables and make a healthy tasty dip.
- 3. **SAY:** The vegetable group is the second largest food group on MyPyramid. That means we need to make vegetables a big part of what we eat each day. We should try to eat 2 ½ cups everyday. That is 5 servings!
- 4. **TASK:** Show the students five $\frac{1}{2}$ measuring cups (or two 1 cups and one $\frac{1}{2}$ cup).



- 5. **SAY:** This equals 2 ½ cups. However we don't always have measuring cups around when we eat. So today we are going to talk about some ways to help you visually measure your vegetables.
- 6. **SAY:** In most cases ½ cup is considered one serving of vegetables. ½ cup is about half the size of a baseball. School lunches provide ½ cup servings of vegetables. So each vegetable that comes with your school lunch counts as one serving.
- 7. **SAY:** You can also use your plate to help you measure out your vegetables.
- 8. **TASK:** Handout a paper plate and a pen to each student.
- 9. **SAY:** When you eat a meal imagine your plate is split in half. You should fill one half of your plate with vegetables. You can also include some fruit on that half. The other half gets split into quarters. A ¼ is for the meat and bean group and the other ¼ is for grain group. Depending on the size of your plate this can equal 2 or more servings of fruits and vegetables.
- 10. **TASK:** Show the students the example plate. Have them make their own healthy portion plate.
- 11. **SAY:** Vegetables can also make great snacks. Today we are going to make a healthy tasty dip to enjoy with our vegetables.





Fun Food Activity

NOTE: WASH AND CUT ALL VEGETABLES BEFORE THE LESSON.

1. **TASK**: Ask if any of the participants have food allergies to any of the ingredients.

If so, DO NOT ALLOW THEM TO PARTCIPATE.

- 2. TASK: Have the students wash their hands.
- 3. **TASK:** Display the carrots and broccoli.
- 4. **SAY:** These vegetables are good sources of vitamin A.
- 5. ASK: Why is vitamin A beneficial to the body?

ANSWER: keeps eyes and skin healthy and helps to protect against infections.

- 6. TASK: Display the tomatoes and broccoli.
- 7. **SAY:** These vegetables are good sources of vitamin C.
- 8. **ASK:** Why is vitamin C beneficial to the body?

ANSWER: helps heal cuts and wounds, keeps teeth and gums healthy, and aids in iron

absorption which can help you from getting too tired.

- 9. TASK: Have a participant scoop the fat free sour cream into a bowl.
- 10. **TASK:** Have a participant add 1 packet of Ranch dip mix.
- 11. **TASK:** Have a participant thoroughly mix the dip with a spoon.
- 12. **TASK:** Give a paper plate and an 8 ounce plastic cup to each student.
- 13. **TASK:** Distribute 2 Tbsp. of dip to each participant.
- 14. SAY: The plastic cups you have are 8 ounces which equals one cup. You all have to fill your

cups with vegetables. If your cup is filled then you are eating 2 servings of vegetables.

15. SAY: Once you have filled your cup you can pour the vegetables onto your plate and enjoy

them with the dip.

16. TASK: Allow the students to fill their cups with their choice of vegetables OR distribute the

vegetables.



8: MyPyramid—Fruits





Activity A: Fresh Fruity Kabobs

Objectives:

Participants will be able to:

- Identify the 5 fruit and vegetable color groups
- Identify 1 fruit and vegetable from each color group

Materials:

- ✓ MyPyramid poster (or handouts)
- √ "The Colors of Fruits and Veggies" handout
- ✓ Plastic knives (one per student)
- ✓ Paper plates (one per student)
- ✓ Plastic spoons (one per student)
- ✓ Sharp knife
- ✓ Apple slicer
- ✓ Skewers (one per student)

Food Supplies (for approximately 20 participants):

- ✓ 20 sliced strawberries
- √ 7 bananas
- ✓ 2 cans pineapple chunks
- ✓ 4 green apples
- √ 40 purple grapes
- ✓ 20 snack sized low fat/fat free yogurts

NOTE: WASH ALL FRUITS BEFORE THE LESSON.

- 1. **TASK:** Hang up the MyPyramid poster or pass out MyPyramid handouts.
- 2. **SAY:** Last class we talked about the importance of eating a variety of vegetables. Today we are going to focus on the fruit group. We will talk about why fruits are healthy and the importance of eating different color fruits and vegetables each day. Then we will make fresh fruity kabobs, a healthy snack that includes different color fruits and fruit-flavored yogurt for dip.
- 3. **SAY:** Look at MyPyramid and show me with your fingers how many food groups there are.

ANSWER: five (oils are not a food group)

4. ASK: Look at the fruit group. What does it say on MyPyramid for kids underneath "Fruits"?

ANSWER: focus on fruits

- 5. **SAY:** Focus on fruits means you should try to incorporate fruits into your meals everyday and that you should go easy on juice. If you drink juice it should be 100% fruit juice.
- 6. **SAY:** MyPyramid recommends that you eat whole fruits. You should also try to eat different color fruits.
- 7. ASK: Last time we talked about the importance of eating a variety of vegetables. Does anyone remember why?

ANSWER: vegetables provide your body with vitamins and fiber



- 8. **SAY:** Fruits also provide your body with vitamins and fiber. And like vegetables, different color fruits offer different nutrients. Fruits and vegetables also offer photochemicals (fight-o-chemicals) that help reduce the risk of cancer and other diseases.
- 9. **SAY:** Last time we focused on vitamins A and C. Vitamins A and C are also found in fruits. Today we will talk about the health benefits associated with each color category of fruits and vegetables.
- 10. **SAY:** The 5 color groups of fruit and vegetables are blue/purple, green, white, yellow/orange, red. Each color group benefits your body in a different way.
- 11. **TASK:** Handout "The 5 colors of Fruits and Veggies" worksheet.
- 12. **TASK:** Use the handout to review the 5 colors of fruits and vegetables and the health benefits associated with each color.
- 13. **SAY:** As you can see each color group is beneficial to your health, so make sure you get fruits and/or vegetables from each color group every day. Try adding fruits to foods you already enjoy, like cereal and yogurt or try eating fruit as a snack.
- 14. ASK: What is your favorite fruit? What color group does it belong to?

ANSWER: responses will vary

15. ASK: Some fruits and vegetables can be tricky. What color is a banana listed under?

ANSWER: white

- 16. **SAY:** A fruit or vegetable is grouped by the color of the part you eat. Think about a banana. The peel is yellow, but the part you eat is white.
- 17. **ASK:** Look at the handout. Are all apples grouped together?

ANSWER: no—the green apples are with green fruits and red with red

- 18. **SAY:** Apples are grouped by skin color because you can eat the apple skin. Eating the skin of the apple is healthier because it is fiber-rich.
- 19. **TASK:** Display the fruits for the fresh fruity kabobs (purple grapes, green apples, bananas, pineapples, and strawberries).
- 20. ASK: What color groups are we using today?

ANSWER: all 5—purple grapes (purple), green apples (green) bananas (white) pineapples (yellow), and strawberries (red)



21. **SAY:** The fresh fruity kabobs include something from each color group, so we will be providing our bodies with a variety of nutrients and phytochemicals.

Fun Food Activity

NOTE: WASH ALL FRUITS BEFORE THE LESSON.

- 1. TASK: Ask if any of the participants have food allergies to any of the ingredients. If so, **DO NOT ALLOW THEM TO PARTCIPATE.**
- 2. TASK: Have the students wash their hands.
- 3. **TASK:** Rinse the pineapple can top.
- 4. TASK: Open the pineapple can.
- 5. **TASK:** Hand out a paper plate, plastic knife, plastic spoon, skewer, and snack size yogurt to each student (tell students to be careful with their utensils)
- 6. **SAY:** Use the yogurt as a fruit dip.
- 7. TASK: Slice bananas into thirds. Give each student 1/3 banana.
- 8. TASK: Have each student peel and slice his/her banana.
- 9. TASK: Distribute 3 pineapple chunks, and 2 grapes to each student.
- 10. **TASK:** Use the apple slicer to slice the apple.
- 11. **TASK:** Give each student an apple slice. Tell them to slice it into thirds.
- 12. **TASK:** Handout 1 sliced strawberry to each student.
- 13. TASK: Allow students to assemble their kabobs.

Lesson information obtained from: http://www.5aday.org/html/consumers/healthcolors.php

The 5 Colors of Fruits and Veggies

Vegetables • Purple asparagus • Purple cabbage • Purple carrots • Eggplant • Purple peppers • Potatoes (purple fleshed)	• Blackberries • Blueberries • Black currants • Black plums • Dried plums • Elderberries • Purple figs • Purple grapes • Plums • Raisins	A lower risk of some cancers*Memory functionHealthy aging	Blue/Purple
Vegetables Artichokes Arugula Asparagus Broccoli Brussels sprouts Chinese cabbage Green beans Green cabbage Celery Cucumbers Endive Leeks Lettuce Green onion	• Avocados • Green apples • Green grapes • Honeydew • Kiwifruit • Limes • Green pears	 A lower risk of some cancers* Vision health Strong bones and teeth 	Green
Vegetables Cauliflower Garlic Ginger Mushrooms Onions Parsnips Partatoes (white fleshed) Shallots Turnips White Corn	• Bananas • Brown pears • Dates • White nectarines • White peaches	 A lower risk of some cancers* Heart health 	White
Vegetables Yellow beets Butternut squash Carrots Yellow peppers Yellow potatoes Pumpkin Rutabagas Yellow summer squash Sweet corn Sweet potatoes Yellow tomatoes Yellow winter squash	Apricots - Apricots - Cantaloupe - Cantaloupe - Grapefruit - Oranges - Nectarines - Papayas - Pineapples - Peaches - Tangerines - Yellow pears - Yellow watermelon - Yellow apples	 A lower risk of some cancers* Heart health Vision health A healthy immune system 	Yellow/Orange
Vegetables Beets Red peppers Radishes Radicchio Red onions Red potatoes Rhubarb Tomatoes	Red apples Red apples Blood oranges Cherries Cranberries Red grapes Pink/Red grapefruit Red pears Pomegranates Raspberries Strawberries Watermelon	 A lower risk of some cancers* Heart health Memory function 	Red



Snow peas

 Zucchini Watercress Spinach Peas

^{*}low-fat diet rich in fruits and vegetables and low in saturated fat and cholesterol may reduce the risk of some types of cancer, a disease associated with may factors. Information obtained from http://www.5aday.org/html/consumers/healthcolors.php



Activity B: Snack Attack-Apple Tasting

Objectives:

Participants will be able to:

- Define 1 serving of fruit as ½ cup
- Describe a baseball sized piece of fruit as 1 cup of fruit or 2 servings

Materials:

- ✓ Paper plates (one per student)
- √ 3 ½ cup measuring cups
- ✓ Apple slicer
- ✓ Pens

Food Supplies (for approximately 20 participants):

- ✓ 4 or more varieties of apples
- √ 3 apples of each variety

NOTE: WASH ALL THE APPLES BEFORE THE LESSON.

1. **TASK:** Review the information from last time:

What are the 5 fruit and vegetable color groups?

ANSWER: blue/purple, green, white, yellow/orange, red

What is an example from each color group?

ANSWER: answers will vary (see "The colors of Fruits and Veggies" handout from the last lesson)

- 2. **SAY:** Today we are going to review the fruit group. We are going to focus on eating enough fruits each day. Then we are going taste a variety of apples from both the red and green color group.
- 3. **SAY:** We need to try to eat 1 ½ cups of fruits every day. That is 3 servings!
- 4. **TASK:** Show the students 3-½ measuring cups.
- 5. **SAY:** These 3 measuring cups equal 1 ½ cups. However we don't always have measuring cups around when we eat. So today we going to talk about some ways to help you visually measure your fruits.
- 6. SAY: 1 cup of fruit is about the size of a baseball. Think apples, oranges, and pears.

 A half cup is about ½ the size of a baseball. Think single servings of applesauce and fruit cups.
- 7. ASK: How much fruit is a baseball sized orange and a single serving fruit cup added together?

ANSWER: 1 ½ cups

8. **SAY:** Raise your hand if you think that you eat that much.

9. **SAY:** We have to try to eat 1 ½ cups of fruits and 2 ½ cups of vegetables each day, but we

also have to try to eat a variety of fruits and vegetables each day. We should try to eat from

each color group each day.

10. **TASK:** Show the students the different types of apples.

11. **ASK:** Are these apples about the size of a baseball?

ANSWER: answers will vary (if larger explain that the apples are more than 1 cup of fruit)

12. **SAY:** Today we are going to taste a variety of apples. Everyone will get a slice of each apple.

Since each of you will get 4 slices (½ apple), then each of you will have a ½ cup of fruit,

or one serving.

13. **ASK:** What color groups are we eating?

ANSWER: red and green

14. ASK: What other color groups do you need to eat today?

ANSWER: blue/purple, white, yellow/orange



Fun Food Activity

NOTE: WASH ALL THE APPLES BEFORE THE LESSON.

- 1. TASK: Ask if any of the participants have food allergies to any of the ingredients.
 - If so, DO NOT ALLOW THEM TO PARTCIPATE.
- 2. TASK: Have the students wash their hands.
- 3. **TASK:** Handout paper plates, pens, and napkins.
- 4. **TASK:** Have the students divide their plates into four quarters using a pen and number the sections 1-4. (The number of apple varieties is the number of sections)
- 5. **TASK:** Have volunteers use the apple slicer to slice the different types of apples into pieces. (Make sure the students are careful with the apple slicer)
- 6. **TASK:** Pass out a piece of each type of apple to each student. Tell them to make sure they place the first apple in the spot marked #1 and so on.
- 7. **TASK:** Allow the students to sample the different types of apples.
- 8. ASK: What is your favorite variety?
- 9. **TASK:** Create a graph or record the votes of the results.

Apple Varieties

Braeburn: Very crisp red apple with a tangy taste. It was discovered in New Zealand in the 1960's.

Cameo: This apple was discovered in Dryden, Washington growing in a red delicious apple orchard in the 1980's. It has red stripes over a light green to creamy background and has a firm texture.

Cortland: This apple has a white flesh that is slow to turn brown after cutting so it is great in salads. Created by the New York Agricultural Experiment Station in 1898.

Empire: An all purpose apple that blends sweetness with tartness. Introduced by New York State Agricultural Experiment Station in 1966.

Fuji: Popular, very sweet and firm apple that is great for baking and salads. This apple is originally from Japan, but the US production of this apple is larger now than that of Japan.

Gala: Light orange stripes are found on the skin of this crisp apple that is good for salads and snacks. This apple was created in New Zealand by crossing Cox's Orange Pippin and Golden Delicious.

Ginger Gold: A crisp, sweet apple with greenishgold skin. This apple was discovered in a Winesap apple orchard in Virginia.

Golden Delicious: Mellow and sweet multipurpose apple. This golden colored apple originated in Clay County, West Virginia.

Granny Smith: A green speckled apple that is crisp and tart. First grown in Australia in 1865 and introduced to the US in 1972.

Grimes Golden: This flavorful apple has yellow skin and is crisp and juicy. This apple originated in 1790 in Brooks County, West Virginia.

Ida Red: Great apple for cooking. This apple is a cross between the Jonathan and the Wagener and was developed in Idaho in 1791.

Jonagold: This apple is juicy, firm and slightly tart. This apple is a cross between a Golden Delicious and a Jonathan. It was developed by the New York State Agricultural Experiment Station.

Jonathan: This apple has light red stripes over yellow or a dark red. The firm texture and sweettart flavor is good for baking and snacking.

McIntosh: A tart apple with a white flesh. It originated in Ontario, Canada.

Mutsu: A sweet, yellow apple that is the result of a cross between Golden Delicious and an Indo, a Japanese apple. This apple is also called Crispin.

Rambo: Originally from France, it was brought to America around 1640 and was a popular apple in Maryland. This greenish-yellow apple was Johnny Appleseed's favorite apple.

Red Delicious: Heart-shaped red apple that is sweet and juicy. A great snacking apple that has its origin in Peru, Iowa.

Rome: A deep red colored apple with a sweet, cream-colored flesh. This apple was discovered in Rome Township, Ohio in 1816.

Stayman: A crisp, all purpose red apple that has its origin in Kansas in 1875.

Winesap: This deep red, crisp apple is an American apple but its exact heritage is unknown. It got its name because it was used mostly for making cider.

York: This deep red apple with green streaks has a lop-sided shape. A mellow and sweet apple that originated in York, Pennsylvania, in 1830.





9: MyPyramid—Milk Group





Activity A: Calci-Yum!- Ice Cream in a Bag!

Objectives:

Participants will be able to:

- Understand the importance of the milk group
- · Identify why calcium is an important nutrient for the body
- Identify the number of servings of milk recommended each day

Materials:

- ✓ MyPyramid poster or handouts
- ✓ Calcium/flour demonstration bags
- ✓ Gallon size freezer bags
- ✓ Quart size <u>freezer</u> bags
- ✓ Plastic spoons
- ✓ Measuring spoons
- ✓ Napkins and/or paper towels

Food Supplies (for approximately 20 participants):

- ✓ 10 cups of whole milk
- ✓ 1 ¼ cup sugar
- ✓ 3 1/3 ounces vanilla extract
- ✓ 2 ½ cups of large kosher salt
- ✓ 10 cups of crushed ice
- √ 8-10 lbs flour (for demo)

NOTE: PRIOR TO ACTIVITY, FILL PLASTIC BAGS WITH FLOUR REPRESENTING THE CALCIUM IN BONES.

- 1. **TASK:** Hang up the MyPyramid poster or pass out handouts.
- 2. **SAY:** MyPyramid is a guide to help you choose the foods and amounts that are right for you. Look at MyPyramid and show me with your fingers how many food groups there are.

ANSWER: five (oils are not a food group)

- 3. **SAY:** We will start our discussion today with a little quiz. Answer the following questions by acting out or doing the actions I mention. If you have never tasted something I mention, touch your toes!
- 4. ASK: Reach for the ceiling if you like chocolate milk!
- 5. ASK: Run in place if you drink milk with lunch at school!
- 6. ASK: Pretend you are hitting a baseball if you like cereal with milk on it!
- 7. **ASK:** Bend to the side if you like cheese on crackers!
- 8. ASK: Squat down if you like string cheese for a snack!
- 9. ASK: Twist your body if you like cheese on pizza!
- 10. **ASK:** Hop in place if you like strawberry yogurt!



- 11. **ASK:** March in place if you like yogurt in a tube!
- 12. **ASK:** What do all of the questions I asked have in common?

ANSWER: milk

- 13. **SAY:** Today we are going to talk about the milk, cheese and yogurt group. We will refer to the milk, cheese and yogurt group as the milk group. We will talk about healthy foods to choose and foods we should eat less often. We will use MyPyramid as a guide.
- 14. **SAY:** We are going to see how much you already know about the milk group. I'm going to ask you some questions about the milk group. If you know the answers, follow my directions.
 - a. If you think milk group foods help your body build strong bones and teeth, stand up. (Answer: yes)
 - b. Show me with your finger the number of milk group servings you need to get every day? (Answer: 3)
 - c. If you think physical activity helps you build strong bones, stand up. (Answer: yes)
- 15. **TASK:** Go over the answers to each of the above questions...
 - a. **ANSWER:** The five food groups give us the nutrients we need for energy and to help us grow. Milk, cheese and yogurt provide calcium, a nutrient that helps us build strong bones.
 - b. **ANSWER:** You need at least three servings of milk or milk products each day, but you should try to get four!
 - c. **ANSWER:** Physical activity everyday is important for building strong bones and staying healthy. Being physically active means doing activities such as running, jumping, dancing, stretching, bending, playing outside, riding bikes, etc. It's doing activities where you are moving your body.
- 16. ASK: Why is the milk group so important?

ANSWER: for a lot of reasons, but most importantly so your body gets the calcium it needs.

- 17. **SAY:** Calcium is found in dairy foods.
- 18. **ASK:** Where is calcium found in your body?

ANSWER: 99% of the calcium in your body is found in your bones and teeth

19. **SAY:** Bones are like bank accounts. As a young person you deposit calcium in your body for strong and healthy bones later in life (like you would deposit money in a bank so you have money when you get older). You also need physical activity for strong bones.



- 20. **SAY:** The amount of calcium in your bones change as you get older. If calcium was removed from our bones, it would look like flour. Here are some examples of how much calcium we have at different stages of our life. The amounts I show you are the amounts of calcium in our bones if we eat enough calcium.
- 21. **TASK:** Show the plastic bags of flour-representing the calcium in our bones.
 - Newborn ¼ cup of flour
 - 10-year old 3 ½ cups of flour
 - 15-year old 7 cups of flour
 - Adult 11 cups of flour
 - Adult with Osteoporosis 6 ½ cups of flour
 - ASK: Why did the amount of calcium increase?

ANSWER: your bones are growing and you're getting taller

- SAY: Your bones at 15 are stronger and wider. The calcium in your body doubles in 5 years (since age 10). It is so important to get calcium at this age to help make your bones more dense and strong.
- SAY: Adults have 44 times more calcium than newborn babies!
- SAY: Osteoporosis is what can happen in older people. The bones become weak and can easily break. Doctors usually can not tell someone has osteoporosis until 30-40% of the bone is already lost. This is why it is so important to eat foods with lots of calcium (milk) and to get regular physical activity.
- 22. **SAY:** It's very important to eat and drink LOW FAT milk, cheese, and yogurt so that you can get the calcium you need without getting all the fat.
- 23. **SAY:** Today we are going to make a lower fat version of ice cream. We will each make ice cream in a bag. Because we will need to shake it to freeze, we will also be getting a little bit of physical activity!



Fun Food Activity

1. TASK: Ask if any of the participants have food allergies to any of the ingredients.

If so, **DO NOT ALLOW THEM TO PARTCIPATE.**

2. **TASK:** Have the students wash their hands.

3. **TASK:** Display the ingredients in a station type of setting. (i.e. go from one "station" to the next to add the next ingredient). Use the included signs for instructions for

the participants.

4. **ASK:** What food group is included in Ice-Cream-in-a-Bag?

ANSWER: milk, cheese, and yogurt

5. **ASK:** What nutrient is in Ice-Cream-in-a-Bag and will help our bones grow strong?

ANSWER: calcium

6. TASK: Have the participants follow the instructions at the "station" and do the following:

- Take 1 quart-sized freezer bag
- To the quart-sized freezer bag, add ½ cup whole milk
- To the quart-sized freezer bag, add 1 tablespoon sugar
- To the quart-sized freezer bag, add ½ teaspoon vanilla extract
- · Now seal your bag
- Take 1 gallon-sized bag
- Place the quart-sized bag inside of the gallon-sized bag
- To the gallon-sized bag, add 2 tablespoons of salt*
- To the gallon-sized bag, add $\frac{1}{2}$ cup of crushed ice*
- Then, seal your large bag
- Shake for 5 minutes** or until the milk turns to ice cream and ENJOY!
- 7. TASK: Have the participants use a paper towel to hold the bags it will get very cold!
- 8. **TASK:** For better results, be sure that the participants fully seal the freezer bags. When opening the bags to eat, be sure that salt that may have gotten stuck in the top part near the zipper of the quart-sized bag-doesn't fall into the quart-sized bag. This can cause the ice cream to taste extremely salty.

^{*}Add more salt and/or ice for better results.

^{**}Shake time may exceed 5 minutes.

Take 1 quart-sized freezer bag.

Add ½ cup whole milk to the quart-sized freezer bag.

Add 1 tablespoon sugar to the quart-sized freezer bag.

Add ½ teaspoon vanilla extract to the quart-sized freezer bag.

Seal your quart-sized freezer bag!

Take 1 gallon-sized bag.

Place the quart-sized freezer bag inside the gallon-sized freezer bag.

Add 2 tablespoons of salt to the gallon-sized freezer bag.

Add ½ cup of crushed ice to the gallon-sized freezer bag.

Seal your gallon-sized bag.

Shake for 5 minutes or until the milk turns to ice cream and **ENJOY!**



Activity B: Tasty Cheese Testing!

Objectives:

Participants will be able to:

- Identify the importance of the milk group and calcium
- · List calcium-rich foods
- Taste a healthy snack containing low-fat and fat-free milk products

Materials:

- ✓ Paper plate
- ✓ Plastic forks
- √ "Line 'Em Up" Game Cards
- ✓ Poster board
- ✓ Mini post-its

Food Supplies (for approximately 20 participants):

- ✓ 10 low-fat/part-skim mozzarella string cheese
- √ 10 slices low-fat swiss cheese
- √ 40-60 cubes low-fat cheddar cheese
- ✓ 2-3 apples, sliced
- ✓ 1 box whole wheat crackers

1. **TASK:** Review the information from last time:

Are milk, cheese and yogurt important for building strong bones?

ANSWER: yes! Milk, cheese and yogurt provide calcium, a nutrient that helps us build strong bones.

Do you need 1, 2, or 3 servings of milk each day?

ANSWER: yes! You need at least three servings of milk or milk products each day

Does physical activity help build strong bones?

ANSWER: yes! Physical activity everyday is important for building strong bones and staying healthy.

What foods in the milk group do you like?

ANSWER: varies, refer to the chart below.

Yogurt	Swiss Cheese	lce-Cream
Milk	String Cheese	Cheese Pizza
Cheddar Cheese	Orange Juice	Macaroni and Cheese
Chocolate Milk	Broccoli	American Cheese
Cottage Cheese	Orange	Oatmeal



- 2. **SAY:** Today we are going to review the importance of the milk group and calcium.
- 3. **SAY:** It is important to eat or drink low-fat or fat-free items in the milk group (i.e. milk, cheese, and yogurt). This is because low-fat milk foods provide calcium without the extra fat.
- 4. **TASK:** Play the "Line 'Em Up" game with the participants. Have participants draw a card. Then have them stand in line from their guess for the highest to lowest calcium content amount. When finished, read the food and the calcium amount out loud. (See below for calcium amounts and correct order).

"Line 'Em Up" - Correct Card Order:

1.	Low-fat, plain yogurt	415mg
2.	Calcium-fortified orange juice	350mg
3.	Non-fat milk	300mg
4.	Cheese pizza	220mg
5.	Cheddar cheese	204mg
6.	Drinkable yogurt smoothie	200mg
7.	Macaroni and cheese	180mg
8.	Instant oatmeal	174mg
9.	Fresh broccoli, cooked	136mg
10.	Ice cream	118mg
11.	Orange	52mg
12.	Bread, white or wheat	20mg

- 5. **SAY:** Today we are going to make a tasty snack with low-fat cheese and lots of calcium! We are going to try a variety of cheeses. We will try:
 - Low-fat/part-skim mozzarella string cheese the cheese you can tear and eat in strings
 - Low-fat swiss cheese the cheese with "holes" in it
 - Low-fat cheddar cheese the cheese sliced in to cubes
- 6. **SAY:** Everyone should try a little bit of each kind of cheese. We will eat some apple slices and crackers to go with our snack.



Fun Food Activity

1. TASK: Ask if any of the participants have food allergies to any of the ingredients.

If so, DO NOT ALLOW THEM TO PARTCIPATE.

2. TASK: Have the students wash their hands.

3. **TASK:** Display the ingredients.

4. ASK: What food groups are included in these ingredients?

ANSWER: milk group (various cheeses); fruit group (apple slices); grains group (crackers)

5. **TASK:** Hand a paper plate and plastic fork to each participant.

6. TASK: Hand a sample of each type of cheese to each participant as follows:

• Low-fat/part-skim mozzarella string cheese (1/2 of the "string")

• Low-fat swiss cheese (1/2 of a slice)

• Low-fat cheddar cheese (2-3 cubes)

7. TASK: Hand each participant a few apple slices and a couple crackers to each with

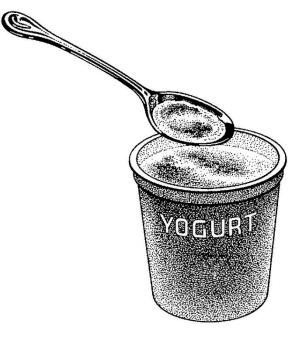
their cheese.

8. TASK: Take a vote on the participant's favorite cheese. On a poster board or chalk board

write the names of the 3 cheeses. Have students place a post-it next to their favorite

cheese. Count the votes and declare a cheese winner.

Some of the lessons materials and ideas were taken from the National Dairy Council, 3 A Day, and Nutrition Explorations.



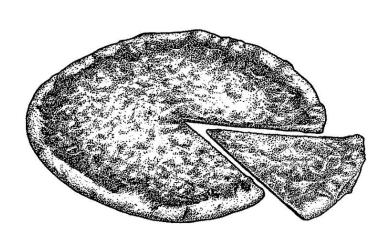
Low-Fat Plain Yogurt 8 ounces



Calcium-fortified Orange Juice8 ounces



Non-Fat Milk 8 ounces



Cheese Pizza *1 slice*





Cheddar Cheese
1 ounce



Drinkable Yogurt Smoothie8 ounces



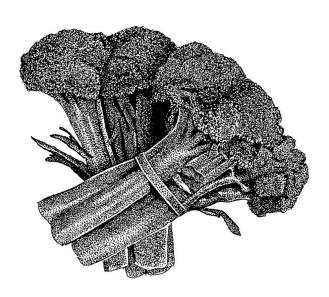
Macaroni & Cheese

1/2 cup



Instant Oatmeal
1 package

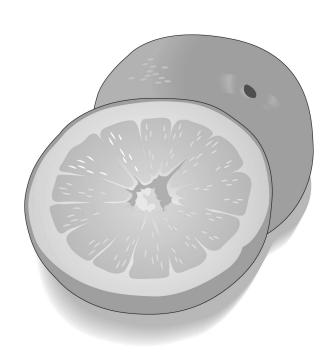




Cooked, Fresh Broccoli 1 cup



Ice Cream
¹/₂ cup



Medium Orange
1 orange



Bread, White or Wheat *1 slice*





10: MyPyramid—Meat & Beans Group





Activity A: Tasty Tuna Lettuce Wraps!

Objectives:

Participants will be able to:

- Identify protein as a nutrient found in the meat and bean group
- · Identify one health benefit of protein
- Identify 3 lean foods from the meat and bean group

Materials:

- ✓ MyPyramid poster or handouts
- ✓ Meat and bean food picture cards
- ✓ Paper plates
- ✓ Plastic forks
- ✓ Mixing Bowl
- ✓ Sharp knife
- ✓ Mixing spoon

Food Supplies (for approximately 20 participants):

- ✓ 3 (7 oz.) packages of chunk light tuna in water
- √ 3 small plum tomatoes, diced
- ✓ ¾ medium yellow onion, diced
- ✓ 3 tsp. lemon juice
- √ 9 oz. fat-free Italian dressing
- √ 1 bag of hearts of romaine

NOTE: WASH THE LETTUCE LEAVES AND CHOP THE VEGETABLES BEFORE THE LESSON.

- 1. **TASK:** Hang up the MyPyramid poster or pass out handouts.
- 2. **SAY:** Today we are going to learn about the meat and bean group. We will talk about protein, a nutrient found in the meat and bean group. We will also discuss some lean options in the meat and bean group. Then we will make Tasty Tuna Lettuce Wraps, a healthy snack that includes tuna salad and veggies!
- 3. **SAY:** MyPyramid is a guide to help you choose the foods and amounts of food that are right for you. Look at MyPyramid and show me with your fingers how many food groups there are.

ANSWER: five (oils are not a food group)

- 4. **SAY:** The meat and bean group contains foods that come from animals and other foods that come from plants. Look at the MyPyramid poster/handout.
- 5. ASK: What are some foods pictured that come from animals in the meat and bean group?

ANSWER: chicken, beef, ham, fish

6. ASK: What are some meatless foods pictured in the meat and bean group?

ANSWER: nuts, beans, peanut butter, seeds



7. ASK: What is the meat and bean group's slogan on MyPyramid?

ANSWER: go lean with protein

- 8. **SAY:** Protein is a nutrient, something we need to keep our bodies healthy. All foods in the meat and bean group provide your body with protein even though some of the foods in the meat and bean group come from animals and others come from plants.
- 9. **SAY:** Show me your muscles.
- 10. **SAY:** Protein helps your body build and maintain muscle. Exercise helps you grow big strong muscles, but you need protein to build muscle. You need it to help you grow! To help you get the protein your body needs you should eat lean foods from the meat and bean group.
- 11. ASK: What do you think "go lean" means?

ANSWER: choose protein that has less fat

- 12. **SAY:** MyPyramid encourages you to choose foods from the meat and beat group that are lean. That way you get the nutrients you need without all the fat. You can do this by choosing beans, fish, and seeds. Chicken and turkey are lean too, if you stick with the white meat and don't eat the skin. Limit the amount of fatty meats you eat like hamburgers, steaks, and bacon.
- 13. **SAY:** Let's see if you can tell what foods in the meat and bean group are lean. Show me your muscles when I show you a picture of a meat and bean group food that is lean.
- 14. **TASK:** Show the meat and bean food picture cards.

Beans	LEAN
Chicken (NO SKIN)	LEAN
Fried Chicken (WITH SKIN)NOT LEAN
Hamburger	NOT LEAN
Lean Fish	LEAN
Pumpkin Seeds	LEAN
Steak	NOT LEAN
Turkev (NO SKIN)	LEAN

- 15. **SAY:** Now let us exercise our muscles by playing Muscleman Says. It is like Simon Says, but we focus on moving our muscles.
- 16. **TASK:** Lead the students in a game of Muscleman Says. Do the actions listed below. Before each action say "Muscleman says..." Have the students copy you. Every few actions leave out the opening "Muscleman says..." Students who copy the action when you leave out "Muscleman says" are out of the game.



- ...use your arm muscles (bicep curls)
- ...use your eye muscles (blink)
- ...use your shoulder muscles (arm circles)
- ...use your thigh muscles (squats)
- ...use your finger muscles (wiggle fingers)
- ...use your calf muscles (jump)
- ...use your side muscles (side bends)
- ...use your neck muscles (move ear towards shoulder, then other shoulder)
- ...use your face muscles (smile)
- 17. **SAY:** Now that we have used our muscles, let's eat some protein to help build muscle! We are going to make tuna lettuce wraps.

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Fun	Food	Activity	

1.	TASK:	Ask if any of the participants have food allergies to any of the ingredients.
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If so, DO NOT ALLOW THEM TO PARTCIPATE.

2. TASK: Have the students wash their hands.

3. **TASK:** Display the ingredients.

4. ASK: What food groups are included in tuna lettuce wraps?

ANSWER: meat and bean group (tuna), vegetable group (tomato, lettuce, onion),

5. ASK: Is tuna a lean food item?

ANSWER: yes

6. ASK: What nutrient is in tuna that will help our bodies build muscle?

ANSWER: protein

7. **TASK:** Handout a paper plate and a plastic fork to each participant.

8. **TASK:** Have the students add the tuna, tomatoes, onions, lemon juice, and fat-free Italian

dressing to the mixing bowl.

9. **TASK:** Have a student mix the ingredients.

10. **TASK:** Distribute a lettuce leaf to each student.

11. TASK: Spoon 2 tablespoons of the tuna salad onto each student's lettuce leaf.

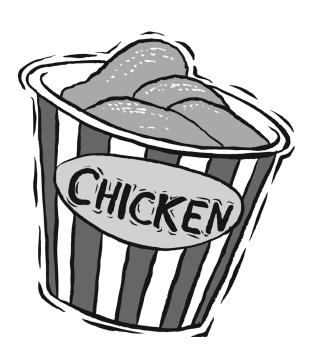
12. **TASK:** Have them use their forks to spread the tuna and then roll up the leaf.



Chicken (No Skin)



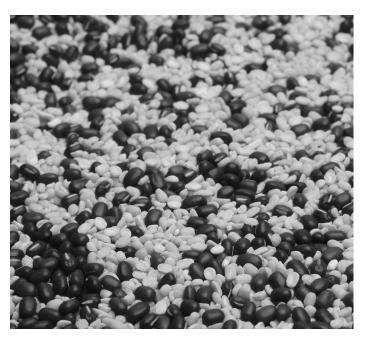
Hamburger



Fried Chicken



Lean Fish



Beans



Pumpkin Seeds



Steak



Turkey (No Skin)





Activity B: Bravo Bean Salad!

Objectives:

Participants will be able to:

- Identify the nutrient associated with the meat and bean group on MyPyramid
- · Identify 1 health benefit of protein
- Identify 3 lean foods from the meat and bean group

Materials:

- ✓ "Plant Foods in the Meat and Bean Group" handout
- ✓ Large mixing bowl
- ✓ Serving spoon
- ✓ Sharp knife
- ✓ Paper plates
- ✓ Plastic spoons

Food Supplies (for approximately 20 participants):

- √ 1 can red kidney beans
- ✓ 1 can black beans
- ✓ 1 can garbanzo beans
- √ 1 diced celery stalk, diced
- ✓ 1 died red bell pepper, diced
- √ ½ diced red onion, diced
- √ ½ cup of light ranch dressing
- ✓ baked tortilla chips (optional)
- 1. **TASK:** Review the information from last time:

What nutrient is found in the meat and bean group?

ANSWER: protein

What does protein do for your body?

ANSWER: helps your body build and maintain muscle

What does "go lean with protein" mean?

ANSWER: choose foods from the meat and bean group that are lower in fat

- 2. **SAY:** Today we are going to review the importance of the meat and bean group and choosing lean foods.
- 3. **SAY:** One way to choose lean foods from the meat and bean group is to select plant foods from the group. Most plant foods are naturally lean. Some plant foods in the meat and bean group like nuts and seeds have fat; however it is healthy fat.
- 4. TASK: Handout the "Plant Foods in the Meat and Bean Group" handout.



- 5. **SAY:** Remember it is important to have lean items from the meat and bean group (e.g. skinless chicken and turkey, fish, beans, and seeds) because we can get the protein we need without the extra fat. This way we get to build muscle while keeping our bodies lean!
- 6. **SAY:** Look at the "Plant Foods in the Meat and Bean Group" handout. Each meal/snack includes a plant food from the meat and bean group. With a partner, see if you can identify the plant food from the meat and bean group in each meal.
- 7. **TASK:** Go over the answers with the group. See the chart below for answers.

Breakfasts	Lunches	Dinners	Snacks
Walnuts	Peanut butter	Vegetarian Chili	Peanut butter
Peanut butter	Lentils	Tofu	Sunflower seeds
Seeds	Hummus	Baked Beans	Cashews

8. **SAY:** You can incorporate plant foods from the meat and bean group into any meal. Today we are going to make a bean salad that includes three types of beans from the meat and bean group.

Fu	Fun Food Activity		
1.	TASK:	Ask if any of the participants have food allergies to any of the ingredients. If so, DO NOT ALLOW THEM TO PARTCIPATE.	
2.	TASK:	Have the students wash their hands.	
3.	TASK:	Display the ingredients.	
4.	ASK:	What food groups are included in these ingredients?	
		ANSWER: meat and bean group (black, garbanzo, and kidney beans), vegetable group (red pepper, celery, and onion), grain group (baked tortilla chips-optional)	
5.	TASK:	Have a participant open the bean cans, pour the beans into a strainer, and rinse (NOTE: make sure the participants are careful of the can edges).	
6.	TASK:	Have the participants dice the onion, pepper, and celery stalk.	
7.	TASK:	In a large bowl, have the participants combine the beans and vegetables.	
8.	TASK:	Add $\frac{1}{2}$ cup of light ranch dressing and stir.	
9.	TASK:	Distribute a spoonful of bean salad and a handful of tortilla chips (optional) to each participant.	

Circle the plant food from the meat & bean group for each meal.

Breakfasts:

Meal #1
Oatmeal
Strawberries
Milk

Meal #2
Peanut butter
Banana
Waffle
Walnuts

Meal #3 Yogurt Seeds Cereal

Lunches:

Meal #1
Peanut butter & jelly
Whole wheat bread
Tomato & hummus wrap

Meal #2 Roll Lentil Soup Crackers Carrots Meal #3 Yogurt Orange Diced peaches

Dinners:

Meal #1
Vegetarian chili
Salad
Whole grain roll

Meal #2
Rice
Fruit salad
Tofu stir-fry

Meal #3 Mac & cheese Baked beans Salad

Snacks:

Meal #1
Peanut butter
Apple

Meal #2
Strawberries
Sunflower Seeds

Meal #3
Raisins
Cashews





11: Combo Food Festival





Activity A: Packed Pitas

Objectives:

Participants will be able to:

- Recognize at least 1 nutrient associated with each food group
- · Define combination foods as foods consisting of 2 or more food groups
- · Create a lunch meal that contains 4 of the food groups

Materials:

- ✓ MyPyramid poster or handouts
- √ "You Are What You Eat!" Worksheets
- ✓ Paper plates
- ✓ Plastic knives
- √ Tablespoon
- ✓ Sharp knife
- ✓ Measuring cups

Food Supplies (for approximately 20 participants):

- ✓ 2 cucumbers
- √ 3 green peppers (sliced)
- √ 3 red peppers (sliced)
- √ 5 cups of low-fat cheddar cheese
- ✓ 10 whole grain pitas
- ✓ 1 container of hummus
- ✓ 1 bottle of low-fat ranch dressing

NOTE: WASH AND CUT PEPPERS BEFORE THE LESSON.

- 1. **TASK:** Hang up the MyPyramid poster or pass out handouts.
- 2. **SAY:** Show me with your fingers how many food groups there are.

ANSWER: five (oils are not a food group)

- 3. **SAY:** Foods in each food group are similar. All milk group foods are made from milk and all grain group foods are made from a type of grain.
- 4. **SAY:** In addition, each food group is a good source of a particular nutrient. For example, foods from the milk group are good sources of calcium and foods from the vegetable group provide many different types of vitamins and minerals. That is why you need to eat a variety of foods from all five food groups.
- 5. **SAY:** Today we are going to learn what each food group provides our bodies and how to incorporate multiple food groups into our meals. Then we are going to make Packed Pitas.
- 6. TASK: Hand out "You Are What You Eat!" worksheets.



7. ASK: Looking at the worksheet, what are some of the nutrients each food group provides?

Food Group	Nutrient	Health Benefit
Grains	CARBOHYDRATES	Energy & Fiber
Vegetables (i.e. carrots & spinach)	VITAMINS & MINERALS Especially Vitamin A	Vitamin A keeps eyes and skin healthy and helps to protect against infections
Fruits (i.e. strawberries & oranges)	VITAMINS & MINERALS Especially Vitamin C	Vitamin C helps heal cuts and wounds, keeps teeth and gums healthy
Milk	CALCIUM	Strong bones & teeth
Meat & Beans	PROTEIN	Strong muscles

8. ASK: When you look at MyPyramid, do any of the food groups' slogans point out the nutrient the food group provides?

ANSWER: yes, "Get calcium-rich foods" and "Go lean with protein"

9. ASK: We have talked about what each food group provides, but what do those nutrients do for your body?

ANSWER: see chart above (students look at worksheet)

- 10. **SAY:** When I say a nutrient, I want you to do an action that represents the nutrient's health benefit. You can look at your paper while we play. These are the actions I want you to do:
 - Carbohydrates: run in place to represent providing energy & fiber
 - Vitamin A: point to your eyes and blink to represent improving night vision
 - Vitamin C: grab your knee and say "Ouch" to represent healing cuts a bruises
 - Calcium: smile big and point to your teeth to represent strengthening bones and teeth
 - Protein: show your muscles to represent building muscle
- 11. **TASK:** Say different nutrients. Once the participants get used to the actions, speed up. Play for a few minutes.
- 12. **SAY:** To get your body the nutrients it needs you have to eat a variety of food groups. You can do this by including multiple food groups in your meals and by eating combination foods. A combination food is made by putting together foods from 2 or more food groups. Pizza is a combination food.



13. ASK: What food groups are in a veggie pizza?

ANSWER: grains (crust), vegetables (tomato), milk (cheese)

14. **SAY:** We want to try to balance our meals by including multiple food groups or combination foods.

15. **SAY:** Today we are going to make some Packed Pitas that will include 4 of the food groups.

Fun Food Activity

TASK:

1.	IASK:	If so, DO NOT ALLOW THEM TO PARTCIPATE.
2.	TASK:	Have students wash their hands.

4.	ASK:	What food groups are we going to include in the pitas? What nutrient will each
		food group provide?

ANSWER: vegetables (vitamins and minerals, especially vitamin A), grain (carbohydrate), milk (calcium)

- 5. **SAY:** We are going to put hummus on our pitas. Hummus is made from garbanzo beans.
- 6. ASK: What food group do you think hummus belongs in?

ANSWER: meat and bean group

Display the ingredients.

- 7. **SAY:** Everyone should at least taste the hummus. If you don't like it than you don't have to use it. If you do like it, I will give you more to put on your pita.
- 8. TASK: Pass out paper plates.
- 9. **TASK:** Scoop a small amount of hummus onto individual spoons. Give a spoon with hummus to each participant, so they can taste it.
- 10. TASK: Distribute ½ a pita to each student.
- 11. TASK: Have the students wash and slice the cucumbers.
- 12. **TASK:** Distribute 2 cucumber slices, 2 green pepper slices, 2 red pepper slices, 1 Tbs. hummus and ¼ cup of cheese to each participant.
- 13. **TASK:** Have the students spread hummus inside their pitas and then stuff them with veggies and cheese.

YOU ARE WHAT YOU EAT!

Food Group	Nutrient	Health Benefit
Grains	Carbohydrates	Energy
Vegetables	Vitamin A	Night Vision E NZ UFGJ MNVCX IVGEST
Fruits	Vitamin C	Heals Cuts & Bruises
Milk	Calcium	Strong Bones & Teeth
Meat & Beans	Protein	Strong Muscles





Activity B: Mini MyPyramid Pizzas

Objectives:

Participants will be able to:

- Recognize and match 1 health benefit to one of the following nutrients: carbohydrates, vitamins, calcium, and protein
- Create a snack that contains 5 of the food groups

Materials:

- ✓ Paper plate for each student
- ✓ Nutrient matching cards
- ✓ Oven or microwave (optional)
- ✓ Can-opener

Food Supplies (for approximately 20 participants):

- √ 10 whole grain English muffins
- ✓ 2 ½ cups Pizza or tomato sauce
- ✓ 20 Pineapple Rings
- ✓ 20 slices of ham
- ✓ 5 cups Low-fat mozzarella cheese

NOTE: IF YOU DO NOT HAVE AN OVEN OR MICROWAVE, YOU CAN MAKE THE MINI MYPYRAMID PIZZA AND NOT HEAT THEM UP. OR YOU CAN USE OPTION 2: MYPYRAMID HAMWICHES INSTEAD (FOUND AT THE END OF THIS LESSON).

1. **TASK:** Review the information from last time:

What nutrient is associated with the grain group?

ANSWER: carbohydrates

What nutrients are associated with the fruits and vegetable group? Do you remember any specific ones?

ANSWER: vitamins and minerals—vegetables like spinach and carrots have a lot of vitamin A and fruits like strawberries and oranges have a lot of vitamin C

What nutrient is associated with the milk group?

ANSWER: calcium

What nutrient is associated with the meat and bean group?

ANSWER: protein

What is a combination food?

ANSWER: a food that contains 2 or more food groups

2. **ASK:** Is a chicken and veggie taco a combination food?

ANSWER: yes

3. **SAY:** Today we are going to review what each nutrient does for your body and then we are going to make a combination food, mini MyPyramid pizzas.

4. ASK: Grains are full of carbohydrates, what do carbohydrates give your body?

ANSWER: energy (fuel) and fiber

5. ASK: What action did we do last time to represent carbohydrates?

ANSWER: jogged in place

6. ASK: Fruits and vegetables contain lots of vitamins and minerals like Vitamins A and C, what do these vitamins do for your body?

ANSWER: vitamin A keeps eyes and skin healthy and helps to protect against infections and vitamin C helps heal cuts and wounds, keeps teeth and gums healthy

7. ASK: What actions did we do to represent vitamin A and vitamin C?

ANSWER: vitamin A-pointed to eyes and blinked; vitamins C-grabbed knee and said "Ouch"

8. ASK: The milk group is a good source of calcium, what does calcium do for your body?

ANSWER: it helps build strong bones and teeth

9. **ASK:** What action did we do to represent calcium?

ANSWER: smiled big and pointed to our teeth

10. **ASK:** The meat and beans group is a good source of protein, what does protein do for your body?

ANSWER: it helps build strong muscles

11. ASK: What action did we do to represent protein?

ANSWER: showed our muscles

12. TASK: Handout one "Nutrient Matching" card to each student (If more then 10 students divide

into 10 groups)

13. **TASK:** Tell the students to find the person with their match. Explain that a nutrient card must

be matched with a health benefit card.



14. **TASK:** Have the students share their matches. Have the students correct themselves if they make any mistakes.

ANSWER:

Nutrient	Health Benefit
CABOHYDRATES	energy
VITAMIN A	night vision
VITAMIN C	heals cuts and bruises
CALCIUM	Strong bones and teeth
PROTEIN	Strong muscles

15. **TASK:** Once the nutrients and health benefits are properly matched ask the pairs to recall what food group the nutrient is associated with.

ANSWER:

Nutrient	Food Group
CABOHYDRATES	Grain
VITAMIN A	Vegetable
VITAMIN C	Fruit
CALCIUM	Milk
PROTEIN	Meat & Bean

16. **TASK:** Collect the cards.

17. **ASK:** What is one way we can include these nutrients in our diets?

ANSWER: get a variety of foods from all 5 food groups and eat combination foods

18. **SAY:** Because all these nutrients do different things we want to include all of them in our diets. We are going to make mini MyPyramid pizzas today that include 5 food groups.

19. ASK: What is a food that contains multiple food groups called?

ANSWER: combination food



Fun Food Activity

- 1. TASK: Ask if any of the participants have food allergies to any of the ingredients.
 - If so, DO NOT ALLOW THEM TO PARTCIPATE.
- 2. TASK: Have students wash their hands.
- 3. **TASK:** Display the ingredients.
- 4. ASK: What food groups are we going to include in the pizzas? What nutrient will each food group provide?

ANSWER: grains (carbohydrates), vegetables (vitamins and minerals, especially vitamin A), fruit (vitamins and minerals, especially vitamin C), meat & beans (protein), milk (calcium)

- 5. TASK: Pass out paper plates and plastic knives to each participant.
- 6. TASK: Clean the top of the pineapple can and have a student open and drain it.
- 7. **TASK:** Distribute ½ English muffin, ¼ cup of cheese, 2 Tablespoons of tomato sauce, 1 slice of ham, and 1 pineapple slice to each student.
- 8. TASK: Have the participants slice their pineapples and ham slices into smaller pieces.
- 9. TASK: Have the students spread the sauce on their English muffins and add toppings.
- 10. **TASK:** Bake in the oven or microwave until the cheese melts (OPTIONAL).



Option 2: MyPyramid Hamwiches

Materials:

- ✓ Paper plate for each student
- ✓ Nutrient matching cards
- ✓ Oven or microwave (optional)
- ✓ Can-opener
- ✓ Plastic knives

Food Supplies (for approximately 20 participants):

- ✓ 20 slices of whole grain bread
- √ 1 container of honey mustard
- √ 10 pineapple rings
- √ 10 slices of ham
- ✓ 1 head of lettuce

Fun Food Activity

1. TASK: Ask if any of the participants have food allergies to any of the ingredients.

If so, DO NOT ALLOW THEM TO PARTCIPATE.

2. TASK: Have students wash their hands.

3. **TASK:** Display the ingredients.

4. ASK: What food groups are we going to include in the hamwiches? What nutrient will

each food group provide?

ANSWER: grain (carbohydrates), vegetables (vitamins and minerals, especially vitamin A), fruit (vitamins and minerals, especially vitamin C), meat & beans (protein)

5. TASK: Have students pair up (if there is an odd number of students, help the single student)

6. TASK: Pass out paper plates and plastic knives.

7. TASK: Clean the top of the pineapple can and have a student open and drain it.

8. TASK: Distribute 2 slices of whole grain bread and 1 Tbsp. of honey mustard to each pair.

9. TASK: Have the students spread the honey mustard on their whole grain bread.

10. TASK: Distribute 1 slice of ham, 1 lettuce leaf and a pineapple slice to each student.

11. **TASK:** Have the participants assemble their sandwiches and cut them in half.

Nutrient	Health Benefit
	Energy
Carbohydrates	
	Night Vision
Vitamin A	E NZ UFGJ MNVCX IYCFST
	+ Heals Cuts & Bruises
1	Q Didises
Vitamin C	
	Strong Bones & Teeth
Calcium	
	Strong Muscles
Protein	





12: Healthy Parties





Activity A: Strawberry Angel Cake

Objectives:

Participants will be able to:

- Identify 1 benefit of eating healthier during the holidays and at parties.
- Identify 2 foods that are healthier party options.

Materials:

- ✓ MyPyramid poster or handouts
- √ "Cake Ingredients" handout
- √ "Party Table" handout
- ✓ Paper plates
- ✓ Plastic knives
- ✓ Plastic spoons

Food Supplies (for approximately 20 participants):

- ✓ Angel Food Cake
- ✓ 2 quarts Strawberries
- ✓ 20 snack sized fat-free strawberry yogurts or 1 large container

NOTE: IF INSTRUCTING 2 LESSONS FOR THIS UNIT, FOLLOW THE LESSON PLAN FOR LESSON "A", BUT DO NOT MAKE THE STRAWBERRY ANGEL CAKE. INSTEAD, PLAN A PARTY WITH HEALTHY FOODS. FOR LESSON "B", THROW THE HEALTHY PARTY.

- 1. **TASK:** Hang up the MyPyramid poster or pass out handouts.
- 2. **SAY:** Look at MyPyramid and show me with your fingers how many food groups there are. (Remember: MyPyramid is a guide to help you choose the foods and amounts that are right for you.)

ANSWER: five (oils are not a food group)

- 3. **SAY:** Today we are going to learn about what healthy foods we can eat at parties. We are also going to talk about a tasty and fun recipe that you can make yourself for parties. We will use MyPyramid as a guide to choosing healthier foods.
- 4. **SAY:** As part of our lesson we are going to make Strawberry Angel Cake, a healthy snack alternative to strawberry shortcake that tastes great!
- 5. ASK: What are your favorite party foods?

ANSWER: answers will vary

- 6. **SAY:** When we are younger and we go to birthday parties, we usually eat cake, ice cream, candy, chips, etc.
- 7. **SAY:** During parties, we tend to eat more than usual because we are happy and enjoying ourselves. This is why we usually don't choose the healthier options...we are busy having a good time!



- 8. **SAY:** Healthy snacks are important all the time, but especially important at parties, when we tend to eat more high sugar and high fat foods (like potato chips and candy).
- 9. **SAY:**To help you get the nutrients you need when you are at a party, eat from the food groups. Fill your plates with plenty of fruits and veggies, whole grains, and low-fat milk products. Limit the amount of foods you eat that have a lot of "extra" calories, like candy, cakes, cookies, and chips. Don't forget that some food groups foods, like ice cream, have "extra" calories too. Eating healthy snacks helps us prevent obesity and diseases such as diabetes, high blood pressure, and heart disease.
- 10. **SAY:** Eating healthier snacks can also give you more energy. You will have more energy to visit and play with friends and family!
- 11. **TASK:** Distribute the "Party Table" hand out.
- 12. **SAY:** Look at the party table full of food. Use a pencil to cross off the items that we should limit. Remember we should limit foods with "extra" calories.
- 13. ASK: What foods did you cross off?

ANSWER: cupcakes, chocolate cake, chips, tortilla chips

- 14. **SAY:** You should limit tortilla chips, but you don't have to limit salsa. Salsa is made from veggies and is fat free, so it does not have "extra" calories. The cheese on the worksheet is reduced fat cheese so it has less fat than regular cheese. Regular cheese has "extra" calories because it is high in fat. We want to limit the amount of cheese we eat or select cheese that is reduced fat (like on the paper).
- 15. **SAY:** Another way to limit "extra" calories is to substitute some lower fat items for full fat items when baking. Today our recipe, Strawberry Angel Cake, is a low fat alternative to strawberry short cake. We will compare our ingredients to a traditional strawberry short cake recipe.
- 16. **TASK:** Handout "Cake Ingredients" handouts.
- 17. ASK: What are the "extras" in the recipes?

ANSWER: Traditional recipe has ingredients that are high-fat, high-sugar (Items in bold-refer to handout: butter, sugar, cream, whipped cream). Our recipe is healthier because it does not contain as many high-fat and high-sugar ingredients.

- 18. **SAY:** You can also make party foods more nutritious by adding food groups. We are going to top our angel food cake with strawberries and strawberry yogurt.
- 19. **ASK:** What food group are we adding to our dessert?

ANSWER: the milk and fruit groups



23. **SAY:** Let's make our dessert and see how it tastes!

Fun Food Activity

TASK:

TASK:

TASK:

TASK: Ask if any of the participants have food allergies to any of the ingredients. If so, DO NOT ALLOW THEM TO PARTCIPATE. TASK: Have the participants wash their hands. TASK: Display the ingredients. ASK: What food groups are included in the Strawberry Angel Cake? ANSWER: fruit (strawberries), milk (yogurt) TASK: Give each person a paper plate, plastic spoon, plastic knife, snack size yogurt, and ½ cup strawberries. TASK: Have participants slice their strawberries.

Have the student put their strawberries and yogurt on top of the angel food cake.

Slice the angel cake into small slices.

Give each participant a slice.



Strawberry SHORT CAKE

Ingredients:

Shortcake:

Unsifted self-rising all-purpose flour

Sugar

Butter

Milk

Cream

Strawberry Filling:

Strawberries

Orange juice

Sugar

Ground ginger

Sweetened whipped cream

Strawberry ANGEL CAKE

Ingredients:

Cake flour

White sugar

Egg whites

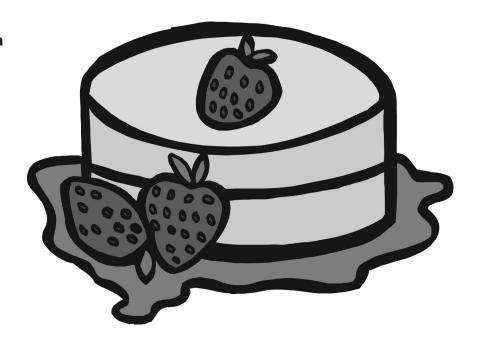
Vanilla extract

Cream of tartar

Salt

Strawberries (sliced)

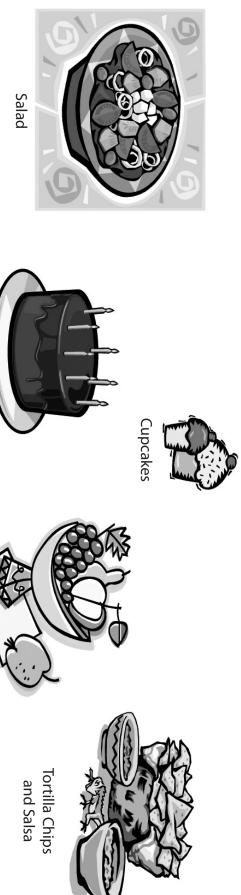
Fat free Strawberry Yogurt

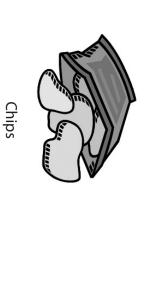




Salad

Directions: Draw an "X" on the foods you should limit.





Chocolate

Fruit



Whole Wheat Bread

Reduced Fat Cheese



Instructor Evaluation. Please complete this brief survey to help us improve our curriculum!

1. Which lessons did you teach? Check all that apply.

MyPyramid – The Fabulous Five	☐ Activity A: MyPyramid Wraps	☐ Activity B: MyPyramid Salsa
Handwashing	☐ Activity A: Finger Fruits and Nuts	☐ Activity B: Apple Jack-O-Lanterns
MyPyramid – Oils and "Extras"	☐ Activity A: Pumpkin Pie Pudding	☐ Activity B: Fat Detectives
Extras - Sugars	☐ Activity A: Serious Cereal	☐ Activity B: Jammin' Juices
Breakfast	☐ Activity A: Perfect Parfaits	☐ Activity B: Wacky Waffle Pizza
Grains and Fiber	☐ Activity A: Banana Burritos	☐ Activity B: Terrific Trail Mix
MyPyramid – Veggies and Vitamins	☐ Activity A: Veggie Bagel Smiles	☐ Activity B: Dynamite Dip and Veggies
MyPyramid - Fruits	☐ Activity A: Fresh Fruity Kabobs	☐ Activity B: Snack Attack-Apple Tasting
MyPyramid – Milk Group	☐ Activity A: Calci-Yum- Ice Cream in a Bag!	☐ Activity B: Tasty Cheese Testing
MyPyramid – Meat and Beans Group	☐ Activity A: Tasty Tuna Lettuce Wraps	☐ Activity B: Bravo Bean Salad
Combo Food Festival	☐ Activity A: Packed Pitas	☐ Activity B: Mini MyPyramid Pizzas
Healthy Parties	☐ Activity A: Strawberry Angel Cake	☐ Activity B: Healthy Party

For each statement, please circle the words that describe your experience with Nutrition Nuggets.

2. It gave me enough information to teach the lessons.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
3. It gave me enough information to prepare the snacks.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
4. It gave me enough information to answer children's questions.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
5. The lessons were easy to follow.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
6. The lessons were enjoyable for the children.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
7. The lessons will help the children adopt healthier eating habits.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
8. The teaching tips provided were useful.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

9. What challenges did you face in teaching with the	Nutrition Nuggets curriculum?	
10. What suggestions do you have for improving the	Nutrition Nuggets curriculum?	
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